



Correlation of

U.S. History: American Stories, Beginnings to 1877, Florida Edition,
by National Geographic Learning, © 2024,
ISBN: 9780357545331

to

Florida
Social Studies Standards
M/J United States History - 2100010

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
NGSS Standards Correlations		
HOLOCAUST EDUCATION		
SS.68.HE.1 Foundations of Holocaust Education	Component Codes AS = American Story CH = Citizenship Handbook CI = Chapter Introduction CR = Chapter Review CWP = Civil War Photo Essay EOC = Florida End of Course Exam Practice FS = Florida Story PBL = Project-Based Learning SC = Story of a Continent SFD = Strategies for Differentiation UI = Unit Introduction UW = Unit Wrap-Up WSH = Why Study History?	Component Codes AS = American Story CH = Citizenship Handbook CI = Chapter Introduction CR = Chapter Review CWP = Civil War Photo Essay EOC = Florida End of Course Exam Practice FS = Florida Story PBL = Project-Based Learning SC = Story of a Continent SFD = Strategies for Differentiation UI = Unit Introduction UW = Unit Wrap-Up WSH = Why Study History?
SS.68.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. • Students will analyze how antisemitism led to and contributed to the Holocaust. • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). 	See “Learning About the Holocaust” supplement in MindTap™.	See “Learning About the Holocaust” supplement in MindTap™.

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AMERICAN HISTORY		
SS.8.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.		
<p>SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</p>	<p>This standard is addressed throughout the text. For example, see: AS3, pp. 88, 92; C3L2.2, pp. 104–105; C3L2.3, pp. 106–107; C4L2.4, pp. 140–141; AS5, pp. 178–179; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; AS6, pp. 222–225; C6L3.3, pp. 244–245; CR6, p. 251; C7L1.3, pp. 258–259; C7L3.2, pp. 268–269; UW3, p. 274; C8L2.3, pp. 296–297; C10L3.3, pp. 352–353; CR10, p. 356; WSH, pp. 362– 363; AS11, p. 375; C11L3.1, pp. 396–397; C11L3.2, pp. 398–399; AS12, pp. 404–411; C12L1.2, pp. 414–415; C12L2.1, pp. 420– 421; C12L2.4, pp. 426–427; C12L3.3, pp. 434–435; C12L4.3, pp. 440–441; AS13, pp. 444–451; C13L1.1, pp. 452–453; C13L3.2, pp. 470–471; PBL, pp. 480–481; C14L2.4, p. 499; AS15, pp. 510–515; C15L3.3, pp. 538–539; C15L3.4, p. 541; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L3.1, pp. 566–567; C16L3.4, pp. 572– 573; C16L3.5, pp. 574–575; C16L4.1, pp. 578–579; C16L4.2, pp. 580–581; AS17, p. 591; C17L2.1, pp. 598–599; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; WSH, pp. 614–615</p> <p>See also Primary Source Collection in MindTap™.</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL2; FS, p. FL4; FS, p. FL6; FS, p. FL8; FS, p. FL18; AS1, p. 20; C1L1.4, pp. 30–31; C1L2.1, pp. 36–37; C1L3.3, pp. 46– 47; UW1, p. 78; EOC1, p. 80; SFD3, p. 85C; AS3, p. 88; AS3, p. 90; AS3, p. 92; C3L1.2, pp. 96–97; C3L1.3, pp. 98–99; C3L2.2, pp. 104–105; C3L2.3, pp. 106–107; C3L2.4, pp. 108–109; C3L3.2, pp. 112–113; C14, p. 122; C4L2.4, pp. 140–141; AS5, p. 174; AS5, p. 178; C5L1.2, pp. 184–185; C5L2.2, pp. 192–193; C5L3.4, pp. 204–205; C5L4.2, pp. 208–209; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; AS6, p. 220; C6L3.3, pp. 244–245; C6R, p. 251; C7P, p. 251A; SFD7, p. 251C; C17, p. 252; C7L1.1, pp. 254–255; C7L1.3, pp. 258–259; C7L3.2, pp. 268–269; UW3, p. 274; SFD8, 281C; C8L1.1, pp. 284–285; C8L1.2, pp. 286–287; C8L2.3, pp. 296–297; AS9, p. 304; C9L2.3, p. 322; SFD10, p. 331C; C10, pp. 332–333; C10L3.3, pp. 352–353; CR10, p. 356; WSH2, pp. 362–363; SFD11, p. 367C; C11, pp. 368–369; AS11, p. 374; C11L1.3, pp. 382–383; C11L.31, pp. 396–397; C11L3.2, pp. 398–399; C112, pp. 402–203; AS12, p. 404, 410; C12L1.2, pp. 414–415; C12L2.1, pp. 420–421; C12L2.4, pp. 426– 427; C12L3.3, pp. 434–435; C12L4.3, pp. 440–441; SFD13, p. 443C; AS13, p. 446; C13L1.1, pp. 452–453; C13L1.4, pp. 458– 459; C13L2.1, pp. 460–461; C13L3.2, pp. 470–471; UW5, p. 476; SFD14, p. 485C;</p>

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
		<p>C114, pp. 486–487; C14L1.2, pp. 490–491; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; AS15, p. 510, 512, 514; C15L3.3, pp. 538–539; C15L3.4, pp. 540–541; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L2.3, pp. 564–565; C17L3.1, pp. 566–567; C16L3.4, pp. 572–573; C16L3.5, pp. 574–575; C16L4.1, pp. 578–579; C16L4.2, pp. 580–581; SFD17, p. 583C; AS17, p. 592; C17L1.1, pp. 594–595; C17L2.1, pp. 598–599; C17L2.2, pp. 600–601; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; UW6, p. 610</p>

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<p>SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>Interpret Maps: FS, p. FL4; FS, p. FL6; FS, p. FL8; FS, p. FL19; SC, pp. 8–9; SC, pp. 10–11; C1L1.1, p.25; C1L1.6, p. 34–35; C1L3.1, pp. 42–43; CR1, p. 49; C2L1.4, pp. 58–59; C2L2.1, pp. 60–61; C2L3.3, pp. 70–71; AS3, p. 92; C3L1.4, p. 100; C3L3.2, pp. 112–113; CR3, p. 121; C4L5.1, pp. 156–157; C4L5.3, pp. 160–161; C7L1.2, pp. 256–257; C12L2.1, pp. 420–421; C12L3.3, pp. 434–435; CR12, p. 443; C13L1.1, p. 453; C15L3.4, p. 540–541; C17L1.2, p. 596;</p> <p>Cause and Effect: FS, pp. FL5–FL6; WSH, pp. 1–3; SC, pp. 6–7; C1L1.3, pp. 28–29; C1L1.4, pp. 30–31; C1L2.3, pp. 40–41; C1L3.2, pp. 44–45; C2L1.3, pp. 56–57; C2L1.4, pp. 58–59; C2L3.1, p. 66; CR2, p. 76; EOC1, p. 80; C3L1.1, pp. 94–95; C3L2.1, pp. 102–103; C3L2.4, pp. 108–109; C4L2.3, pp. 138–139; EOC2, p. 166; C5L1.2, 184–185; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.4, pp. 196–197; C5L3.1, pp. 198–199; C6L3.3, pp. 244–245; C7L1.3, pp. 258–259; AS12, pp. 408–409; C12L1.2, pp. 414–415; AS15, pp. 514–515; C15L3.3, pp. 538–539; C16L1.1, pp. 554–555; C16L1.2, pp. 556–557; C16L2.2, pp. 564–565; C16L3.4, pp. 572–573; C16L4.2, pp. 580–581; C17L3.2, pp. 606–607</p> <p>Critical Viewing: FS, p. FL2; FS, p. FL5; FS, p. FL7; FS, pp. FL9–FL10; FS, p. FL12; FS, pp. FL17–FL18; UI1, p. 12–13; CI1, pp. 16–17; AS1, pp. 18–19; C1L2.2, pp. 38–39; C1L3.2, pp. 44–45; C1L3.3, pp. 46–47;</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>WSH1, T42; WSH1, T43; FS, p. FL2; FS, p. FL4; FS, p. FL6; FS p. FL8; FS, p. FL10; FS, p. FL12; FS, p. FL14; FS, p. FL16; FS, p. FL18; WSH1, p. 2; SC, p. 4; SC, p. 6, SC, p. 8; SC, p. 10; UI1, p. 13, p. 15; SFD1, p. 15C–15D; CI1, pp. 16–17; AS1, p. 18; C1L1.1, pp. 24–25; C1L1.3, pp. 28–29; C1L1.4, pp. 30–31; C1L1.5, pp. 32–33; C1L1.6, pp. 34–35; C1L2.2, pp. 38–39; C1L2.3, pp. 40–41; C1L3.1, pp. 42–43; C1L3.2, pp. 44–45; C1L3.3, pp. 46–47; CR1, p. 48–49, SFD2, p. 49C–49D; C12, pp. 50–51; C2L1.1, pp. 52–53; C2L1.3, pp. 56–57; C2L1.4, pp. 58–59; C2L.2.1, pp. 60–61; C2L2.2, pp. 62–63; C2L2.3, pp. 64–65; C2L3.1, pp. 66–67; C2L3.3, pp. 70–71; C2L4.1, pp. 72–73; C2L4.2, pp. 74–75; CR2, pp. 76–77; EOC1, p. 80; U12, p. 83, p. 85; C13, pp. 86–87; AS3, p. 88; AS3, p. 90, AS3, p. 92; C3L1.1, pp. 94–95; C3L1.2, pp. 96–97; C3L1.3, pp. 98–99; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.4, pp. 108–109; CL3.2, pp. 112–113; C3L3.5, pp. 118–119; CR3, p. 121; CI4, pp. 122–123; C4L2.3, pp. 138–139; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; C4L5.3, pp. 160–161; EOC2, p. 166; UI3, p. 169, p. 171; CI5, pp. 172–173; AS5, p. 174; AS5, p. 178; AS5, p. 180; C5L1.1, p. 182–183; C5L1.2, pp. 184–185; C5L1.3, pp. 186–187; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L2.4, pp. 196–197; C5L3.1, pp. 198–199; C5L3.3, pp. 202–203; C5L3.4, pp. 204–205; C5L4.1, pp. 206–207; C5L4.3, pp. 210–211; CI6, pp. 218–219; AS6, p. 220;</p>

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	<p>C2L1.3, pp. 56–57; C2L2.2, pp. 62–63; C2L4.1, pp. 72–73; UI2, p. 83; CI3, p. 87; AS3, p. 88; AS3, p. 91; C3L1.4, p. 101; C3L3.5, pp. 118–119; CI4, p. 123; C4L5.2, p. 159; UI3, pp. 168–169; CI5, pp. 172–173; AS5, p. 180; C5L1.1, pp. 182–183; C5L1.4, p. 189; C5L2.2, pp. 192–193; CI6, p. 219; AS6, p. 221; CI7, p. 253; UI4, pp. 278–279; CI8, p. 283; CI9, pp. 303; AS9, p. 307; UI5, pp. 364–365; CI11, pp. 368–369; C11L2.3, p. 390; CI12, p. 403; AS12, pp. 406–407; C12L2.4, pp. 426–427; C13L1.1, p. 452; C13L1.3, p. 457; C13L2.4, p. 458; UI6, p. 483; C14L2.4, p. 498; AS15, p. 510; AS15, pp. 512–513; C16L1.1, p. 554; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L2.3, p. 564; C16L3.1, pp. 566–567; C16L3.5, pp. 574–575; C16L3.6, pp. 576–577; CI17, p. 585; C17L1.2, p. 597; C17L3.1, p. 605</p> <p>Political Cartoons: C13L1.4, pp. 458–459; CR16, p. 583; C17L1.2, p. 597; C17L2.3, p. 602</p> <p>Chart and Graphs: EOC1, p. 80; EOC4, p. 361; C10L1.1, p. 335; C11L3.1, p. 397; EOC5, p. 479; C16L4.2, pp. 580–581</p> <p>Photographs: WSH, pp. 2–3; SC, pp. 6–7; SC, pp. 10–11; C1L1.5, pp. 32–33, C2L2.3, pp. 64–65; C3L1.2, pp. 96–97; AS5, pp. 174–175; C5L2.4, pp. 196–197; C5L3.4, pp. 204–205; C110, pp. 332–333; C12L2.5, pp. 428–429; C15L1.4, pp. 522–523; C15L2.3, pp. 528–533; CR15, p. 543; AS16, pp. 548–549, 552–553; CR17, p. 609</p>	<p>C6L1.1, pp. 226–227; C6L1.2, pp. 228–229; C6L2.1, pp. 232–233; C6L3.1, pp. 240–241; C6L3.3, pp. 244–245; C6L3.5, pp. 248–249; CI7, pp. 252–253; C7L1.1, pp. 254–255; C7L1.2, pp. 256–257; C7L1.3, pp. 258–259; C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C7L3.1, pp. 266–267; C7L3.3, pp. 270–271; UW3, pp. 274–275; UI4, p. 279, p. 281; SFD8, p. 281C; CI8, pp. 282–283; C8L1.3, pp. 288–289; C8L1.4, pp. 290–291; C8L2.4, pp. 298–299; CI9, pp. 302–303; AS9, p. 304; AS9, p. 306; AS9, p. 308; C9L3.1, p. 324–325; CR9, pp. 330; CI10, pp. 332–333; C10L1.1, pp. 334–335; C10L1.4, pp. 340–341; C10L2.1, pp. 342–343; C10L3.1, pp. 348–349; C10L3.2, pp. 350–351; EOC4, p. 360; WSH, 362–363; UI5, p. 365, p. 367; SFD11, p. 367C; CI11, pp. 368–369; AS11, p. 370; AS11, p. 372; C11L1.2, pp. 380–381; C11L2.2, pp. 386–387; C11L2.3, pp. 388–389; C11L2.4, pp. 390–391; C11L2.5, pp. 392–393; C11L2.6, pp. 394–395; C11L3.1, pp. 396–397; CI12, pp. 402–403; AS12, p. 404; AS12, p. 406, AS12, p. 408, AS12, p. 410; C12L1.2, pp. 414–415; C12L2.1, pp. 420–421; C12L2.4, pp. 426–427; C12L2.5, pp. 428–429; C12L3.3, pp. 434–435; C12L4.2, pp. 438–439; C12L4.3, pp. 440–441; CR12, pp. 443; CI13, pp. 444–445; AS13, p. 446; AS13, p. 448, AS13, p. 450; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; C13L1.3, pp. 456–457; C13L1.4, pp. 458–459; C13L2.2, pp. 462–463; C13L2.3, pp. 464–465; C13L2.4, pp. 466–467; C13L3.1, pp. 468–469; EOC5, p. 478; UI6, pp. 483–485; C14L1.1, pp. 488–489; C14L1.2, pp. 490–491; C14L2.1, pp. 492–493; C14L2.4, pp. 498–499;</p>

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	<p>Determine Chronology/Time Lines: WSH, p. 1; SC, pp. 4–5; FS, p. FL11; FS, p. FL14; FS, p. FL15; UI1, pp. 14–15; UI2, pp. 84–85; UI3, pp. 170–171; AS5, pp. 178–179; C7L2.2, pp. 262–263; UI4, pp. 280–281; AS9, p. 306; AS9, pp. 308–309; C10L1.1, pp. 334–335; UI5, pp. 366–367; C12L4.3, pp. 440–441; UI6, pp. 484–485; AS17, pp. 588–589</p>	<p>C14L3.3, pp. 504–505; SFD15, pp. 507C; C115, pp. 508–509; AS15, p. 510, AS15, p. 512; AS15, p. 514; C15L1.3, pp. 520–521; C15L1.4, pp. 522–523; C15L2.3, pp. 528–529; CWP, pp. 530–531; pp. 532–533; C15L3.3, pp. 538–539; C15L3.4, pp. 540–541; CR15, p. 542; C116, pp. 544–545; AS16, p. 546; AS16, p. 548; AS16, p. 552; C16L1.1, pp. 554–555; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L2.3, pp. 564–565; C16L3.1, pp. 566–567; C16L3.3, pp. 570–571; C16L3.4, pp. 572–573; C16L3.5, pp. 574–575; C26L3.6, pp. 576–577; C16L4.2, pp. 580–582; CR16, p. 583; SFD17, pp. 583C, C117, pp. 584–585; AS17, p. 588; AS17, p. 592; C17L1.2, pp. 596–597; C17L2.2, pp. 600–601; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, p. 609; EOC6, p. 612; WSH, p. 614</p>
<p>SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources. Clarifications: Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>	<p>PBL, pp. PBL1–PBL2; C1L2.1, pp. 36–37; C2L3.2, pp. 68–69; CR2, p. 77; C4L4.4, pp. 154–155; AS5, pp. 176–179; C5L2.3, pp. 190–191; AS11, pp. 376–377; C11L2.6, pp. 394–395; C16L2.2, pp. 562–563; C17L2.3, pp. 602–603</p>	<p>PBL, p. PB1; PBL, p. PB2; C1L2.1, pp. 36–37; C2L3.2 pp. 68–69; CR2, pp. 76–77; UW1, p. 78; C3L3.5, pp. 118–119; C4L4.4, pp. 154–155; AS5, p. 176; AS5, p. 178; C5L2.3, pp. 194–195; C17, pp. 252–253; C8L2.4, pp. 298–299; SFD11, p. 367C; AS11, p. 374; AS11, p. 376; C11L2.6, p. 394–395; SFD14, p. 485C; C14L2.2, pp. 494–495; AS16, p. 552; C16L2.2, pp. 562–563; AS17, p. 590; AS17, p. 592; C17L2.3, pp. 602–603</p>

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<p>SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/ nonfiction support materials.</p>	<p>PBL, pp. PBL3–PBL4; CR1, pp. 48–49; CR2, p. 77; C3L2.2, pp. 104–105; CR3, p. 121; CR6, p. 251; C9L1.1, pp. 312–313; CR9, p. 331; CR10, p. 357; CR11, p. 401; C14L2.2, pp. 496–497</p>	<p>PBL, p. PB3; PBL, p. PB4; C1L2.2, pp. 38–39; CR1, p. 49; C2L1.1, pp. 52–53; CR2, p. 76, p. 77; C3L2.2, pp. 104–105; CR3, p. 121; AS5, p. 178; CR6, p. 251; C8L1.1, pp. 294–285; C8L2.1, pp. 292–293; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; CR9, p. 331; CR10, p. 357; C11L2.2, pp. 386–387; C11L3.2, pp. 398–399; CR11, pp. 400–401; SFD13, p. 443C; C13L3.3, pp. 472–473; C14L2.3, pp. 496–497; C14L3.3, pp. 504–505; SFD16, p. 543C</p>

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<p>SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p> <p>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL17; AS1, pp. 20–23; C1L3.3, pp. 46–47; CR1, pp. 48–49; AS3, pp. 88–89; C3L2.3, pp. 106–107; C4L2.4, pp. 140–141; C4L4.2, pp. 150–151; C4L4.3, pp. 152–153; EOC2, p. 167; C5L4.5, pp. 214–215; AS6, pp. 224–225; C7L3.2, pp. 268–269; CR7, p. 273; C8L2.3, pp. 296–297; AS9, pp. 306–307, 310–311; C9L1.1, pp. 312–313; C10L3.3, pp. 352–353; CR11, p. 401; AS12, pp. 410–411; C12L1.2, pp. 414–415; C12L1.4, pp. 418–419; CR12, p. 443; AS13, pp. 448–449; C13L2.4, pp. 466–467; C13L3.2, pp. 470–471; C14L2.4, pp. 498–499; C14L3.3, pp. 504–505; CR14, p. 507; AS15, pp. 510–515; C15L1.4, pp. 522–523; CR15, p. 543; C16L1.1, pp. 554–555; C16L2.3, pp. 564–565; C16L3.4, pp. 572–573; CR17, p. 609, WSH, p. 614; CH, pp. R2–R3</p> <p>See also Primary Source Collection in MindTap™.</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL16; AS1, p. 20; AS1, p. 22; C1L3.3, pp. 46–47; CR1, pp. 48–49; AS3, p. 88; C3L2.3, pp. 106–107; C4L2.4, pp. 140–141; C4L4.2, pp. 150–151; C4L4.3, pp. 152–153; C4L5.3, pp. 160–161; EOC2, p. 166; AS5, p. 176; AS5, p. 180; C5L4.5, pp. 214–215; AS6, p. 220; AS6, p. 224; SFD7, p. 251C; C7L3.2, pp. 268–269; CR7, p. 273; C8L2.3, pp. 296–297; AS9, p. 304; AS9, p. 306; AS9, p. 301; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C10L3.3, pp. 352–353; CR11, pp. 400–401; AS12, p. 404; AS12, p. 410; C12L1.2, pp. 414–415; C12L1.4, pp. 418–419; C12L2.5, pp. 428–429; CR12, p. 443; AS13, p. 448, C13L2.4, pp. 466–467; C13L3.2, pp. 470–471; C14L1.1, pp. 488–489; C14L1.2, pp. 490–491; C14L2.4, pp. 498–499; C14L3.3, pp. 504–505; CR14, p. 506, p. 507; SFD15, p. 507C; AS15, p. 510; AS15, p. 512; AS15, p. 514; C15L1.4, pp. 522–523; CR15, p. 542, p. 543; C16L1.1, pp. 554–555; C16L2.3, pp. 564–565; C16L3.4, pp. 572–573; AS17, p. 588; CR17, p. 609; CH, pp. R2–R3</p>

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<p>SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.</p> <p>Clarifications: Examples may include, but are not limited to, historiography.</p>	<p>This standard is addressed throughout the text. For example, see: AS1, pp. 18–21; C1L2.1, pp. 36–37; C1L3.2, pp. 44–45; CR1, pp. 48–49; C2L3.1, pp. 66–67; CR2, p. 76; EOC1, p. 81; C4L2.2, pp. 136–137; C4L3.2, pp. 144–145; C4L5.3, pp. 160–161; AS5, pp. 176–177; C5L1.1, pp. 182–183; C5L2.3, pp. 194–195; CR8, p. 301; CR9, p. 330</p>	<p>This standard is addressed throughout the text. For example, see: CI1, pp. 16–17; AS1, p. 18; AS1, p. 20; C1L2.1, pp. 36–37; C1L3.2, pp. 44–45; CR1, p. 48, p. 49; CI2, pp. 50–51; C2L3.1, pp. 66–67; CR2, p. 76, p. 77; EOC1, p. 80; C4L1.5, pp. 132–133; C4L2.1, pp. 134–35; C4L2.2, pp. 136–137; C4L3.2, pp. 144–145; C4L5.3, pp. 160–161; AS5, p. 176; C5L1.1, pp. 182–183; C5L2.3, pp. 194–195; C8L1.3, pp. 288–289; C8L1.4, pp. 290–291; C8L2.2, pp. 294–295; C8L2.4, pp. 298–299; CR8, p. 300, p. 301; CR9, p. 330, p. 331; SFD10, pp. 331C–331D; SFD11, pp. 367C–367D; C13L3.3, pp. 472–473; UI6, p. 485; CR15, p. 543</p>

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<p>SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>Artwork: C1L1.3, pp. 28–29; C1L2.2, pp. 38–39; C2L1.2, pp. 54–55; C2L1.3, pp. 56–57; AS3, pp. 88–89, 91; C5L1.4, pp. 188–189; C6L2.3, pp. 238–239; CR7, p. 273; C8L1.4, pp. 290–291</p> <p>Journals: CR1, p. 49; CR6, p. 251; AS9, pp. 310–311</p> <p>Artifacts: FS, pp. FL12–FL15; SOAC, pp. 6–7; SOAC, p. 9–11; C1L1.5, pp. 32–33; AS3, pp. 92–93; C3L1.2, pp. 96–97; C3L1.3, pp. 98–99; C3L2.1, pp. 102–103; C3L3.2, p. 113; C3L3.5, pp. 118–119; C4L1.4, pp. 130–131; C4L1.5, pp. 132–133; C4L5.2, pp. 158–159; AS5, pp. 180–181; C5L1.3, pp. 186–187; C5L2.4, pp. 196–197; AS9, pp. 304–305; AS16, pp. 548–553</p> <p>Sermon: C4L4.2, p. 150</p> <p>Music: C4L2.3, pp. 138–139; AS5, p. 177; C5L2.4, p. 196; C8L1.4, pp. 290–291; C9L3.3, p. 328; AS17, p. 591</p> <p>Speeches: C4L4.2, pp. 150–151; C8L1.1, pp. 284–285; C8L2.3, pp. 296–297</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>FS, p. FL8; FS, p. FL12; FS, p. F14; SC, p. 4; SC, p. 6; SC, p. 8; SC, p. 10; C1L1.3, pp. 28–29; C1L1.5, pp. 32–33; C1L2.2, pp. 38–39; CR1, pp. 48–49; C2L1.2, pp. 54–55; C2L1.3, pp. 56–57; C2L2.2, pp. 62–63; UI2, p. 85; CI3, pp. 86–87; AS3, p. 88; AS3, p. 90; AS3, p. 92; C3L1.1, pp. 94–95; C3L1.2, pp. 96–97; C3L1.3, pp. 98–99; C3L2.1, pp. 102–103; C3L2.3, pp. 106–107; C3L2.4, pp. 108–109; C3L3.2, pp. 112–113; C3L3.5, pp. 118–119; SFD4, pp. 121C–121D; C4L1.4, pp. 130–131; C4L1.5, pp. 132–133; C4L2.3, pp. 138–139; C4L4.2, pp. 150–151; C4L5.2, pp. 158–159; AS5, p. 176; AS5, p. 180; C5L1.3, pp. 186–187; C5L1.4, pp. 188–189; C5L2.4, pp. 196–197; C5L4.4, pp. 212–213; SFD6, pp. 217C–217D; AS6, p. 220; AS6, p. 224; C6L2.3, pp. 236–237; CR6, p. 251; SFD7, pp. 251C–251D; C7L1.3, pp. 258–259; CR7, p. 273; SFD8, p. 281C; C8L1.1, pp. 284–285; C8L1.4, pp. 290–291; C8L2.3, pp. 296–297; SFD9, pp. 301C–301D; AS9, p. 304; AS9, p. 310; C9L3.3, pp. 328–329; C10L2.1, p. 342–343; C10L3.3, pp. 352–353; SFD11, pp. 367C–367D; C11L2.1, pp. 384–385; C11L2.2, pp. 386–387; SFD12, pp. 401C–401D; AS12, p. 406; C12L1.2, pp. 414–415; C12L2.5, pp. 428–429; SFD13, pp. 443C–443D; AS13, p. 448; AS13, p. 450; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; C14L1.2, pp. 490–491; AS15, p. 513; AS15, p. 515; C15L1.4, pp. 522–523; AS16, p. 546; AS16, p. 548; AS16, p. 550; AS16, p. 552; C16L2.3, pp. 564–565</p>

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<p>SS.8.A.2 Examine the causes, course, and consequences of British settlement in the American colonies.</p>		
<p>SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. Clarifications: This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>	<p>C2L1.1, pp. 52–53; C2L1.2, pp. 54–55; C2L1.4, pp. 58–59; C2L2.1, pp. 60–61; C2L2.2, pp. 62–63; C2L2.3, pp. 64–65; C2L3.1, p. 66; CR2, pp. 76–77; EOC1, p. 81; C3L3.1, pp. 110–111; C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; CR3, pp. 120–121; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; CR4, pp. 162–163; EOC2, p. 167</p>	<p>C2L1.1, pp. 52–53; C2L1.2, pp. 54–55; C2L1.4, pp. 58–59; C2L2.1, pp. 60–61; C2L2.2, pp. 62–63; C2L2.3, pp. 64–65; C2L3.1, pp. 66–67; CR2, p. 77; EOC1, p. 80; C3L3.1, pp. 110–111; C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; CR3, p. 120; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; CR4, p. 163; EOC2, p. 166; AS6, p. 221; AS6, p.222; AS6, p. 224; C10L1.4, pp. 340–34</p>
<p>SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. Clarifications: Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>	<p>C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; C3L3.4, pp. 116–117; CR3, pp. 120–121; C4L1.1, pp. 124–125; C4L1.3, pp. 128–129; C4L1.4, pp. 130–131; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L3.1, pp. 142–143; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L4.1, pp. 148–149; CR4, pp. 162–163; C6L3.4, pp. 246–247</p>	<p>UI2, pp. 85C–85D; CI3, pp. 86–87; C3L1.2, pp. 96–97; C3L3.1, pp. 110–111; C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; C3L3.4, pp. 116–117; CR3, p. 121; C4L1.1, pp. 124–125; C4L1.2, pp. 126–127; C4L1.3, pp. 128–129; C4L1.4, pp. 130–131; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L3.1, pp. 142–143; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L4.1, pp. 148–149; CR4, pp. 162–163; EOC2, p. 166; C6L3.4, pp. 246–247</p>
<p>SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Clarifications: Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>	<p>C2L4.2, pp. 74–75; CR2, pp. 76–77; C3L3.4, pp. 116–117; CR3, p. 120; C4L1.1, pp. 124–125; C4L1.3, pp. 128–129; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L2.4, pp. 140–141; C4L3.1, pp. 142–143; C4L4.1, pp. 148–149; CR4, pp. 162–163; EOC2, p. 167; C9L3.2, pp. 326–327; C10L1.1, pp. 334–335; C10L1.2, pp. 336–337</p>	<p>C2L4.2, pp. 74–75; CR2, pp. 76–77; C3L3.4, pp. 116–117; CR3, p. 120; C4L1.1, pp. 124–125; C4L1.3, pp. 128–129; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L2.4, pp. 140–141; C4L3.1, pp. 142–143; C4L4.1, pp. 148–149; CR4, p. 162, p. 163; EOC2, p. 166; C9L3.2, pp. 326–327; C10L1.1, pp. 334–335, C10L1.2, pp. 336–337; AS11, p. 370; AS11, p. 372</p>

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<p>SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Clarifications: Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>	<p>C2L2.1, pp. 60–61; C2L2.2, pp. 62–63; C2L2.3, pp. 64–65; CR2, pp. 76–77; C3L1.1, pp. 94–95; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.2, pp. 104–105; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; C3L3.5, pp. 118–119; CR3, p. 120; C4L1.5, pp. 132–133; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L4.2, pp. 150–151; C4L4.4, pp. 154–155; CR4, pp. 162–163; EOC2, p. 166; C5L2.1, pp. 190–191</p>	<p>C12, pp. 50–51; C2L2.1, pp. 60–61; C2L2.2, pp. 62–63; C2L2.3, pp. 64–65; CR2, pp. 76–77; U12, p. 85; SFD3, pp. 85C–85D; C3L1.1, pp. 94–95; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.2, pp. 104–105; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; C3L3.5, pp. 118–119; CR3, pp. 120–121; C4L1.5, pp. 132–133; C4L3.2, pp. 144–145; C4L3.3, pp. 146–147; C4L4.2, pp. 150–151; C4L4.4, pp. 154–155; CR4, p. 163; EOC2, p. 166; C5L2.1, pp. 190–191</p>
<p>SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations. Clarifications: Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>	<p>AS1, pp. 22–23; C2L1.4, pp. 58–59; C2L2.3, pp. 64–65; C2L3.3, pp. 70–71; CR2, pp. 76–77; EOC1, p. 81; AS3, pp. 88–91; C3L1.4, pp. 100–101; C3L2.2, pp. 104–105; C3L2.4, pp. 108–109; C3L3.2, pp. 112–113; C3L3.5, pp. 118–119; CR3, pp. 120–121; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; C4L5.3, pp. 160–161; CR4, pp. 162–163; C9L2.1, pp. 318–319; C10L1.2, pp. 336–337; AS11, pp. 370–377; C11L1.1, pp. 378–381; C12L2.1, pp. 420–421; CR12, p. 442</p>	<p>C11, pp. 16–17; AS1, p. 22; C12, pp. 50–51; C2L1.4, pp. 58–59; C2L2.3, pp. 64–65; C2L3.3, pp. 70–71; CR2, p. 76, p. 77; EOC1, p. 80; SFD3, pp. 85C–85D; C13, pp. 86–87; AS3, p. 88; AS3, p. 90; AS3, p. 92; C3L1.4, pp. 100–101; C3L2.2, pp. 104–105; C3L2.4, pp. 108–109; C3L3.1, pp. 110–111; C3L3.2, pp. 112–113; C3L3.5, pp. 118–119; CR3, pp. 120–121; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; C4L5.3, pp. 160–161; CR4, p. 163; EOC2, p. 167; C9L2.1, pp. 318–319; C10L1.2, pp. 336–337; AS11, p. 370; AS11, p. 372; AS11, p. 374; AS11, p. 376, C11L1.1, pp. 378–379; C11L1.2, pp. 380–381; C11L2.1, pp. 384–385; C12L2.1, pp. 420–421; CR12, p. 442</p>
<p>SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War. Clarifications: Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>	<p>C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; C4L5.3, pp. 160–161; CR4, pp. 162–163; C5L1.1, pp. 182–183; C5L1.2, pp. 184–185; C5L1.4, pp. 188–189; C6L3.5, pp. 248–249</p>	<p>C3L3.2, pp. 112–113; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; C4L5.3, pp. 160–161; CR4, p. 163; C5L1.1, pp. 182–183; C5L1.2, pp. 184–185; C5L1.4, pp. 188–189; C6L3.5, pp. 248–249</p>

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<p>SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>	<p>C2L4.2, pp. 74–75; CR2, pp. 76–77; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.2, pp. 104–105; C4L2.3, pp. 138–139; C4L2.4, pp. 140–141; C4L4.1, pp. 148–149; CR4, pp. 162–163; AS6, pp. 222–223; C6L2.3, pp. 238–239; AS11, pp. 370–371; AS11, pp. 374–375; C14L2.2, pp. 494–495</p>	<p>C2L4.2, pp. 74–75; CR2, pp. 76–77; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.2, pp. 104–105; C4L2.3, pp. 138–139; C4L2.4, pp. 140–141; C4L4.1, pp. 148–149; CR4, p. 163; AS6, pp. 221–222; C6L2.3, pp. 236–237; AS11, p. 370; AS11, p. 374; AS11, p. 376; C14L2.2, pp. 494–495</p>

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
<p>SS.8.A.3 Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p>		
<p>SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774. Clarifications: Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>	<p>C4L5.3, pp. 160–161; C5L1.1, pp. 182–183; C5L1.2, pp. 184–185; C5L1.3, pp. 186–187; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.3, pp. 194–195; C5L3.1, pp. 198–199; C5L3.4, pp. 204–205; CR5, pp. 216–217; EOC3, p. 276</p>	<p>FS, p. FL1; FS, p. FL4; FS, p. FL6; FS, p. FL12; FS, p. FL14; FS, p. FL18; UI2, p. 85; C3L3.3, pp. 114–115; SFD4, pp. 121C–121D; C4L5.3, pp. 160–161; C5L1.1, pp. 182–183; C5L1.2, pp. 184–185; C5L1.3, pp. 186–187; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.3, pp. 194–195; C5L3.1, pp. 198–199; CR5, p. 217; SFD6, pp. 217C–217D; AS6, p. 223; AS6, p. 225; C6L2.3, pp. 236–237; C6L3.5, pp. 248–249; SFD7, pp. 251C–251D; C7L1.2, pp. 256–257; C7L1.3, pp. 258–259; C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C7L2.3, pp. 264–265; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 270–271; CR7, p. 272, p. 273; UW3, p. 274; EOC3, p. 276, p. 277; C8L1.1, pp. 284–285; C8L1.2, pp. 286–287; C8L1.4, pp. 290–291; C8L2.1, pp. 292–293; C8L2.2, pp. 294–295; C8L2.3, pp. 296–297; C8L2.4, pp. 298–299; CR8, p. 300, p. 301; SFD9, pp. 301C–301D; CI9, pp. 302–303; AS9, p. 305; AS9, p. 306; AS9, p. 308; AS9, p. 310; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; C9L2.1, pp. 318–319; C9L2.2, pp. 320–321; C9L2.3, pp. 322–323; C9L3.1, pp. 324–325; C9L3.2, pp. 326–327; C9L3.3, pp. 328–329; CR9, p. 330, p. 331; C10L3.4, pp. 354–355; UW4, p. 358; EOC4, p. 360; AS11, p. 371; AS11, p. 372, AS11, p. 375; AS11, p. 377; CH, p. R8–R9; CH, p. R10–R11; CH, p. R12–R13; CH, p. R14–R15; CH, p. R22–R23</p>

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
<p>SS.8.A.3.2 Explain American colonial reaction to British policy from 1763–1774. Clarifications: Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>	<p>C5L1.3, pp. 186–187; C5L2.3, pp. 194–195; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; CR5, pp. 216–217</p>	<p>CI5, pp. 172–173; C5L1.3, pp. 186–187; C5L2.3, pp. 194–195; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; CR5, pp. 216–217; C17, pp. 252–253</p>
<p>SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. Clarifications: Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>	<p>C4L4.2, pp. 150–151; C4L4.4, pp. 154–155; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; UI3, pp. 168–169; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; C5L4.3, pp. 210–211; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; CR5, p. 217; AS6, pp. 222–225; C6L1.3, pp. 230–231; C6L3.2, pp. 242–243; C7L2.1, pp. 260–261; C7L2.3, pp. 264–265; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; UW3, p. 274</p>	<p>C4L4.2, pp. 150–151; C4L4.4, pp. 154–155; C4L5.1, pp. 156–157; C4L5.2, pp. 158–159; CI5, pp. 172–173; C5L1.4, pp. 188–189; C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; C5L4.3, pp. 210–211; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; CR5, p. 217; CI6, pp. 218–219; AS6, p. 222; AS6, p. 224; C6L1.3, pp. 230–231; C6L2.4, pp. 238–239; C6L3.2, pp. 242–243; C7L2.1, pp. 260–261; C7L2.3, pp. 264–265; C7L3.2, pp. 268–269; UW3, p. 274; SFD8, p. 281C</p>
<p>SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. Clarifications: Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>	<p>C5L3.3, pp. 202–203; C5L4.1, pp. 206–207; C5L4.2, pp. 208–209; C5L4.3, pp. 210–211; AS6, pp. 222–225; C6L1.1, pp. 226–227; C6L1.3, pp. 230–231; C6L2.1, pp. 234–235; C6L2.3, pp. 238–239; C6L2.4, pp. 240–241; C6L3.1, pp. 240–241; C6L3.5, pp. 248–249; CR6, pp. 250–251</p>	<p>C5L.3.3, pp. 203–204; C5L4.1, pp. 207–208; C5L.4.2, pp. 208–209; C5L.4.3, pp. 201–211; SFD6, pp. 217C–217D; AS6, p. 221; AS6, p. 223; AS6, p. 224, C6L1.1, pp. 226–227; C6L1.3, pp. 230–231; C6L2.1, pp. 232–233; C6L2.3, pp. 236–237; C6L2.4, pp. 238–239; C6L.3.1, pp. 240–241; C6L3.5, pp. 248–249; CR6, p. 250, p. 251; AS11, p. 371; AS11, p. 372; AS11, p. 374; AS11, p. 376</p>
<p>SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era. Clarifications: Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phillis Wheatley.</p>	<p>C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L4.4, pp. 212–213; CR5, p. 216; C6L2.3, pp. 238–239; CR6, p. 250; C7L3.1, pp. 266–267; UW3, p. 274</p>	<p>UW2, p. 164; CI5, p. 172–173; C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L4.4, pp. 212–213; CR5, p. 217; CI6, pp. 218–219; C6L1.1, pp. 226–227; C6L2.3, pp. 236–237; CR6, p. 251; C7L3.1, pp. 266–267; UW3, p. 274; CI8, pp. 282–283; C10L3.4, pp. 354–355</p>

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<p>SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.</p> <p>Clarifications: Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>	<p>C4L5.3, pp. 160–161; C5L1.4, pp. 188–189; C5L3.3, pp. 202–203; C5L3.4, pp. 204–205; C5L4.1, pp. 206–207; C5L4.2, pp. 208–209; C5L4.3, pp. 210–211; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; CR5, p. 216; AS6, pp. 222–225; C6L1.1, pp. 226–227; C6L1.2, pp. 228–229; C6L1.3, pp. 230–231; C6L2.2, pp. 234–235; C6L2.3, pp. 236–237; C6L2.4, pp. 238–239; C6L3.1, pp. 240–241; C6L3.2, pp. 242–243; C6L3.3, pp. 244–245; C6L3.4, pp. 246–247; CR6, pp. 250–251; EOC3, pp. 276–277</p>	<p>C4L5.3, pp. 160–161; CI5, pp. 172–173; C5L1.4, pp. 188–189; C5L3.3, pp. 202–203; C5L3.4, pp. 204–205; C5L4.1, pp. 206–207; C5L4.2, pp. 208–209; C5L4.3, pp. 210–211; C5L4.4, pp. 212–213; C5L4.5, pp. 214–215; CR5, pp. 216–217; SFD6, pp. 217C–217D; CI6, pp. 218–219; AS6, p. 221; AS6, p. 223; AS6, p. 225; C6L1.1, pp. 226–227; C6L1.2, pp. 228–229; C6L1.3, pp. 230–231; C6L2.2, pp. 234–235; C6L2.3, pp. 236–237; C6L2.4, pp. 238–239; C6L3.1, pp. 240–241; C6L3.2, pp. 242–243; C6L3.3, pp. 244; C6L3.4, pp. 246–247; CR6, pp. 250–251; CI7, pp. 252–253; EOC3, p. 276</p>
<p>SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.</p>	<p>CR5, p. 216; EOC3, p. 276; CH, pp. R3–R7</p>	<p>CR5, pp. 216–217; EOC3, p. 276; CH, pp. R2–R3; CH, pp. R4–R5; CH, pp. R6–R7</p>
<p>SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Clarifications: Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>	<p>C5L1.1, pp. 182–183; C5L1.3, pp. 186–187; C5L2.1, pp. 190–191; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; C5L3.3, pp. 202–203; C5L4.1, pp. 206–207; CR5, p. 216; C6L1.1, pp. 226–227; C6L1.2, pp. 228–229; C6L1.3, pp. 230–231; C6L2.1, pp. 234–235; C6L2.2, pp. 236–237; C6L2.3, pp. 238–239; C6L2.4, pp. 240–241; C6L3.1, pp. 240–241; C6L3.2, pp. 242–243; C6L3.5, pp. 248–249; CR6, p. 250; C7L2.1, pp. 260–261; C7L3.1, pp. 266–267; UW3, p. 275; EOC3, p. 276</p>	<p>C5L1.1, pp. 182–183; C5L1.3, pp. 186–187; C5L2.1, pp. 190–191; C5L3.1, pp. 198–199; C5L3.2, pp. 200–201; C5L3.3, pp. 202–203; C5L4.1, pp. 206–207; CR5, p. 216; C6L1.1, pp. 226–227; C6L1.2, pp. 228–229; C6L1.3, pp. 230; C6L2.1, pp. 232–233; C6L2.2, pp. 234–235; C6L2.3, pp. 236–237; C6L2.4, pp. 238–239; C6L3.1, pp. 240–241; C6L3.2, pp. 242–243; C6L3.3, pp. 244–245; C6L3.5, pp. 248–249; CR6, pp. 250–251; C7L2.1, pp. 260–261; C7L3.1, pp. 266–267; EOC3, p. 276</p>
<p>SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>	<p>C7L1.1, pp. 254–255; C7L1.2, pp. 256–257; C7L1.3, pp. 258–259; CR7, p. 272</p>	<p>SFD7, pp. 251C–251D; C7L1.1, pp. 254–255; C7L1.2, pp. 256–257; C7L1.3, pp. 258–259; C7L2.1, pp. 260–261; CR7, p. 273</p>
<p>SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, electoral college, state vs. federal power, empowering a president).</p>	<p>C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C7L2.3, pp. 264–265; CR7, pp. 272–273; EOC3, p. 277; CH, pp. R14–R15, R22–R23</p>	<p>SFD7, pp. 251C–251D; C7L1.3, pp. 258–259; C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C7L2.3, pp. 264–265; CR7, pp. 272–273; EOC3, p. 277; CH, pp. R14–R15; CH, pp. R22–R23</p>

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<p>SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</p>	<p>C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 270–271; CR7, pp. 272–273; C8L1.4, pp. 290–291; CR8, p. 300; CH, pp. R8–R13</p>	<p>SFD7, pp. 251C–251D; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 270–271; CR7, pp. 272–273; C8L1.4, pp. 290–291; CR8, p. 300; CH, pp. R8–R9; CH, pp. R10–R11; CH, pp. R12–R13</p>
<p>SS.8.A.3.12 Examine the influences of George Washington’s presidency in the formation of the new nation. Clarifications: Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C., as the nation’s capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>	<p>AS6, pp. 222–225; C7L2.1, pp. 260–261; C7L2.3, pp. 264–265; C8L1.1, pp. 284–285; C8L1.2, pp. 286–287; C8L2.1, pp. 292–293; C8L2.2, pp. 294–295; C8L2.3, pp. 296–297; CR8, pp. 300–301; EOC4, p. 360</p>	<p>AS6, p. 223; AS6, p. 225; C7L2.1, pp. 260–261; C7L2.3, pp. 264–265; C8L1.1, pp. 284–285; C8L1.2, pp. 286–287; C8L2.1, pp. 292–293; C8L2.2, pp. 294–295; C8L2.3, pp. 296–297; CR8, pp. 300–301; EOC4, p. 360</p>
<p>SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams’s presidency. Clarifications: Examples may include, but are not limited to, XYZ Affair, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>	<p>C8L2.4, pp. 298–299; CR8, pp. 300–301; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; EOC4, p. 360</p>	<p>C8L2.4, pp. 298–299; CR8, pp. 300–301; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; C9L3.2, pp. 326–327; EOC4, p. 360</p>
<p>SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency. Clarifications: Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson’s First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/ duel, Embargo of 1807.</p>	<p>C8L2.1, pp. 292–293; AS9, pp. 304–311; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; C9L2.1, pp. 318–319; C9L2.2, pp. 320–321; C9L3.1, pp. 324–325; C9L3.3, pp. 328–329; CR9, pp. 330–331; EOC4, pp. 360–361</p>	<p>SFD4, pp. 121C–121D; C8L2.1, pp. 292–293; CI9, pp. 302–303; AS9, p. 305; AS9, p. 306; AS9, p. 308; AS9, p. 310; C9L1.1, pp. 312–313; C9L1.2, pp. 314–315; C9L1.3, pp. 316–317; C9L2.1, pp. 318–319; C9L2.3, pp. 322–323; C9L3.1, pp. 324–325; C9L3.2, pp. 326–327; C9L3.3, pp. 328–329; CR9, pp. 330–331; UW4, p. 358; EOC4, p. 360</p>
<p>SS.8.A.3.15 Examine this time period (1763- 1815) from the perspective of historically under- represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p>	<p>FS, pp. FL12–FL15; C6L2.3, pp. 238–239; AS9, pp. 304–311; C9L2.2, pp. 320–321; C9L3.2, pp. 326–327; CR9, pp. 330–331; C10L3.4, pp. 354–355; AS11, pp. 372–377</p>	<p>FLS, p. FL12; FS, p. FL14; SFD4, pp. 121C–121D; SFD6, pp. 217C–217D; C7L2.2, pp. 262–263; UW3, pp. 274; SFD9, pp. 301C–301D; CI9, pp. 302–303; AS9, p. 305; AS9, p. 306; AS9, p. 308; AS9, p. 310; C9L2.2, pp. 320–321; C9L3.2, pp. 326–327; CR9, p. 331; C10L3.4, pp. 354–355; AS11, p. 371; AS11, p. 371; AS11, p. 375; AS11, p. 377</p>
<p>SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history. Clarifications: Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>	<p>FS, pp. FL10–FL15, FL18–FL19; C4L5.3, pp. 160–161; C6L3.5, pp. 248–249; C7L1.2, pp. 256–257; C8L2.2, pp. 294–295</p>	<p>FS, p. FL1; FS, p. FL4; FS, p. FL6; FS, p. FL12; FS, p. FL14; FS, p. FL18; C3L3.3, pp. 114–115; C4L5.3, pp. 160–161; C6L3.5, pp. 248–249; C7L1.2, pp. 256–257; C8L2.2, pp. 294–295</p>

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<p>SS.8.A.4 Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p>		
<p>SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas-Nebraska Act, Gadsden Purchase).</p>	<p>C9L3.3, pp. 328–329; CR9, pp. 330–331; C10L3.1, pp. 348–349; C10L3.2, pp. 350–351; CR9, pp. 356–357; EOC4, p. 361; C11L2.5, pp. 392–393; C11L3.1, pp. 396–397; AS12, pp. 404–405; AS12, pp. 406–407; AS12, pp. 408–409; AS12, pp. 410–411; C12L1.1, pp. 412–413; C12L3.1, pp. 430–431; C12L3.2, pp. 432–433; C12L3.3, pp. 434–435; CR12, p. 442; EOC5, pp. 478–479; PBL, pp. 480–481; C14L2.1, pp. 492–493</p>	<p>FS, p. FL1, FS, p. FL 10; FS, p. FL 11; FS, p. FL12; FS, p. FL 14; C4L5.3, pp. 160–161; EOC2, p. 167; C7L1.2, pp. 256–257; C8L2.2, pp. 294–295; CI9, pp. 302–303; C9L2.1, pp. 318–319; C9L3.3, pp. 328–329; CR9, p. 330, p. 331; SFD10, pp. 331C–331D; CI10, pp. 332–333; C10L2.1, pp. 342–343; C10L2.2, pp. 344–345; C10L2.3, pp. 346–347; C10L3.1, pp. 348–349; C10L3.2, pp. 350–351; C10L3.3, pp. 352–353; CR10, p. 356, p. 357; EOC4, p. 360, p. 361; CI11, pp. 368–369; C11L1.1, pp. 378–379; C11L1.2, pp. 380–381; C11L1.3, pp. 382–383; C11L2.1, pp. 384–385; C11L2.2, pp. 386–387; C11L2.3, pp. 388–389; C11L2.4, pp. 390–391; C11L2.5, pp. 392–393; C11L3.1, pp. 396–397; CR11, pp. 400–401; SFD12, pp. 401C–401D; CI12, pp. 402–403; AS12, p. 405; AS12, p. 406; AS12, p. 408; AS12, p. 411; C12L1.1, pp. 412–413; C12L1.4, pp. 418–419; C12L2.1, pp. 420–421; C12L2.2, pp. 422–423; C12L2.3, pp. 424–425; C12L2.4, pp. 426–427; C12L2.5, pp. 428–429; C12L3.1, pp. 430–431; C12L3.2, pp. 432–433; C12L3.3, pp. 434–435; CR12, pp. 442–443; CI13, pp. 444–445; AS13, p. 447; AS13, p. 449; AS13, p. 451; C13L2.1, pp. 460–461; C13L2.4, pp. 466–467; C13L3.1, pp. 468–469; C13L3.3, pp. 472–473; CR13, p. 474, p. 475; UW5, p. 476; EOC5, p. 478, p. 479; C14L1.2, pp. 490–491; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; AS16, p. 548; AS16, p. 550; C16L1.2, pp. 556–557</p>

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<p>SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida. Clarifications: Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>	<p>FS, p. FL19; C2L4.2, pp. 74–75; C10L2.2, pp. 344–345; C10L3.2, pp. 350–351; C12L3.1, pp. 430–431; C12L4.3, pp. 440–441; CR12, p. 442; C13L2.1, pp. 460–461; C13L3.1, pp. 468–469; C14L1.1, pp. 488–489; C14L2.1, pp. 492–493; EOC6, p. 612</p>	<p>FS, p. FL18; C2L4.2, pp. 74–75; C10L2.2, pp. 344–345; C10L3.2, pp. 350–351; C12L3.1, pp. 430–431; C12L4.3, pp. 440–441; CR12, p. 443; C13L2.1, pp. 460–461; C13L3.1, pp. 468–469; C14L1.1, pp. 488–489; C14L2.1, pp. 492–493; EOC6, p. 612</p>
<p>SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History. Clarifications: Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>	<p>AS9, pp. 304–305; AS9, pp. 306–307; AS9, pp. 308–309; AS9, pp. 310–311; C9L2.3, pp. 322–323; C10L3.4, pp. 354–355; CR10, pp. 356–357; C12L1.1, pp. 412–413; C12L1.3, pp. 416–417; C12L4.1, pp. 436–437; C12L4.3, pp. 440–441; CR12, p. 442; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; C13L2.1, pp. 460–461; C13L2.2, pp. 462–463; C13L3.2, pp. 470–471; CR13, pp. 474–475; EOC5, p. 479; PBL, pp. 480–481</p>	<p>FS, p. FL18; SFD6, pp. 217C–217D; AS9, p. 305; AS9, p. 307; AS9, p. 309; AS9, p. 311; C9L2.3, pp. 322–323; C9L3.3, pp. 328–329; C10L2.3, pp. 346–347; C10L3.4, pp. 354–355; CR10, p. 357; UW4, p. 358; SFD12, pp. 401C–401D; AS12, p. 406; AS12, p. 408; C12L1.1, pp. 412–413; C12L1.3, pp. 416–417; C12L1.4, pp. 418–419; C12L2.2, pp. 422–423; C12L2.3, pp. 424–425; C12L2.4, pp. 426–427; C12L4.1, pp. 436–437; C12L4.3, pp. 440–441; CR12, p. 443; SFD13, pp. 443C–443D; CI13, pp. 444–445; AS13, p. 446; AS13, p. 448; AS13, p. 450; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; C13L1.4, pp. 458–459; C13L2.1, pp. 460–461; C13L2.2, pp. 462–463; C13L2.3, pp. 464–465; C13L3.1, pp. 468–469; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; CR13, p. 474, p. 475; EOC5, p. 478</p>
<p>SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>	<p>FS, pp. FL12–FL19; C10L2.2, pp. 344–345; C11L2.1, pp. 384–385; C11L2.5, pp. 392–393; C12L1.1, pp. 412–413; PBL, pp. 480–481</p>	<p>FS, p. FL10; FS, p. FL12; FS, p. FL14; C10L2.2, pp. 344–345; C11L2.1, pp. 384–385; C11L2.5, pp. 392–393; C12L1.1, pp. 412–413; C12L1.4, pp. 418–419</p>
<p>SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Clarifications: Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>	<p>C8L2.1, pp. 292–293; C10L1.1, pp. 334–335; C10L1.2, pp. 336–337; C10L1.3, pp. 338–339; C10L1.4, pp. 340–341; C10L3.1, pp. 348–349; C13L1.2, pp. 454–455</p>	<p>FS, p. FL6; C8L2.1, pp. 292–293; SFD10, pp. 331C–331D; CI10, pp. 332–333; C10L1.1, pp. 334–335; C10L1.2, pp. 336–337; C10L1.4, pp. 340–341; C10L3.1, pp. 348–349; C13L1.2, pp. 454–455</p>

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<p>SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth. Clarifications: Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/ commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>	<p>FS, p. FL17; C10L1.2, pp. 336–337; C10L1.4, pp. 340–341; C10L2.1, pp. 342–343; C10L2.2, pp. 344–345; CR9, pp. 356–357; C13L2.3, pp. 464–465</p>	<p>FS, p. FL16; SFD10, pp. 331C–331D; CI10, pp. 332–333; C10L1.1, pp. 334–335; C10L1.2, pp. 336–337; C10L1.4, pp. 340–341; C10L2.1, pp. 342–343; C10L2.2, pp. 344–345; CR10, pp. 356–357; C13L2.3, pp. 464–465</p>
<p>SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England’s textile industry.</p>	<p>C10L1.1, pp. 334–335; C10L1.2, pp. 336–337; CR9, pp. 356–357; EOC4, p. 361; C13L2.3, pp. 464–465; CR13, p. 474</p>	<p>SFD10, pp. 331C–331D; C10L1.1, pp. 334–335; C10L1.2, pp. 336–337; CR10, pp. 356–357; EOC4, p. 361; C13L2.3, pp. 464–465; CR13, pp. 474–475</p>
<p>SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History. Clarifications: Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>	<p>C7L1.2, pp. 256–257; C7L2.1, pp. 260–261; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 270–271; C9L1.3, pp. 316–317; C9L3.2, pp. 326–327; C9L3.3, pp. 328–329; C10L1.2, pp. 336–337; C10L3.1, pp. 348–349; C11L1.1, pp. 378–379; C11L1.3, pp. 382–383; C11L2.2, pp. 386–387; CR11, pp. 400–401; C12L2.3, pp. 424–425; C12L3.1, pp. 430–431; C12L3.2, pp. 432–433; C12L3.3, pp. 434–435; CR12, pp. 442–443; AS13, pp. 446–447; AS13, pp. 448–449; AS13, pp. 450–451; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; CR13, p. 474; C14L1.1, pp. 488–489; C16L1.2, pp. 556–557</p>	<p>C7L1.2, pp. 256–257; C7L2.1, pp. 260–261; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 270–271; C9L1.3, pp. 316–317; C9L3.2, pp. 326–327; C9L3.3, pp. 328–329; C10L1.2, pp. 336–337; C10L2.3, pp. 346–347; C10L3.1, pp. 348–349; C10L3.2, pp. 350–351; CI11, pp. 368–369; C11L1.1, pp. 378–379; C11L1.3, pp. 382–383; C11L2.2, pp. 386–387; CR11, pp. 400–401; C12L2.3, pp. 424–425; C12L3.1, pp. 430–431; C12L3.2, pp. 432–433; C12L3.3, pp. 434–435; CR12, p. 443; SFD13, pp. 443C–443D; CI13, pp. 444–445; AS13, p. 447; AS13, p. 449; AS13, p. 451; C13L2.1, pp. 460–461; C13L2.2, pp. 462–463; C13L3.1, pp. 468–469; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; CR13, pp. 474–475; C14L1.1, pp. 488–489; C14L2.3, pp. 496–497; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559</p>
<p>SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements. Clarifications: Examples may include, but are not limited to, abolition, women’s rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>	<p>C13L2.1, pp. 460–461; C13L2.3, pp. 464–465; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; CR13, pp. 474–475; UW5 p. 477; EOC5, p. 479; C14L1.2, pp. 490–491</p>	<p>C13L2.1, pp. 460–461; C13L2.2, pp. 462–463; C13L2.3, pp. 464–465; C13L3.2, pp. 470–471; C13L3.3, pp. 472–473; CR13, p. 474, p. 475; UW5, p. 477; EOC5, p. 479; C14L1.2, pp. 490–491</p>

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<p>SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor. Clarifications: Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>	C10L2.1, pp. 342–343; C10L2.2, pp. 344–345; CR9, pp. 356–357	SFD10, pp. 331C–331D; CI10, pp. 332–333; C10L2.1, pp. 342–343; C10L2.2, pp. 344–345; CR10, p. 357
<p>SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p>	EOC2, p. 167; C10L2.3, pp. 346–347; CR9, p. 356; EOC4, p. 361; AS13, pp. 446–447; AS13, pp. 448–449; AS13, pp. 450–451; C14L1.2, pp. 490–491, AS16, pp. 548–550	EOC2, p. 167; C10L2.3, pp. 346–347; CR10, p. 357; EOC4, p. 361; AS13, p. 447; AS13, p. 449; AS13, p. 451; C13L3.1, pp. 468–469; C14L1.2, pp. 490–491; C14L2.3, pp. 496–497; AS16, p. 548; AS16, p. 550, C16L1.2, pp. 556–557
<p>SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p>	C9L2.1, pp. 318–319	C9L2.1, pp. 318–319
<p>SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.</p>	C10L3.1, pp. 348–349; CR9, p. 356; C11L2.5, pp. 392–393; PBL, pp. 480–481	C10L3.1, pp. 348–349; CR10, p. 356; C11L2.5, pp. 392–393
<p>SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p>	C13L3.3, pp. 472–473; CR13, pp. 474–475; EOC5, p. 479	C13L2.1, pp. 460–461; C13L3.3, pp. 472–473, CR13, pp. 474–475; EOC5, p. 479
<p>SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p>	C13L2.4, pp. 466–467; CR13, pp. 474–475	CI13, pp. 444–445; C13L2.4, pp. 466–467; CR13, pp. 474–475
<p>SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy. Clarifications: Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>	C11L1.2, pp. 380–383; C11L2.1, pp. 384–389; C11L2.5, pp. 392–393; C11L3.1, pp. 396–397; CR11, pp. 400–401; EOC5, p. 478; PBL, pp. 480–481	CI11, pp. 368–369; C11L1.1, pp. 378–379; C11L1.2, pp. 380–381; C11L1.3, pp. 382–383; C11L2.1, pp. 384–385; C11L2.2, pp. 386–387; C11L2.3, pp. 388–389; C11L3.1, pp. 396–397; CR11, pp. 400–401; EOC5, p. 479
<p>SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history (1820–1850). Clarifications: Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onís Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>	FS, pp. FL10–15; C11L2.2, pp. 386–389; C11L2.4, p. 391; CR11, p. 400; EOC5, p. 478	FS, p. FL1, p. FL10 p. FL12, p. FL14; C8L2.2, pp. 294–295; C10L3.1, pp. 348–349; C11L2.2, pp. 386–387; C11L2.3, pp. 388–389; CR11, p. 400; EOC5, p. 479

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<p>SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period. Clarifications: Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>	<p>FS, pp. FL10–15; C11L2.2, pp. 386–389; C11L2.4, p. 391; CR11, p. 400</p>	<p>FS, p. FL1; FS, p. FL11; FS, p. FL12; FS, p. FL14; C4L5.3, pp. 160–161; C11L2.2, pp. 386–387; C11L2.3, pp. 388–389; C11L2.4, pp. 390–391; CR11, pp. 400–401</p>
<p>SS.8.A.5 Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p>		
<p>SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p>	<p>C10L3.2, pp. 350–351; CR9, p. 356; C11L1.1, pp. 378–379; C11L1.3, pp. 382–383; C14L1.1, pp. 488–489; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, p. 506; AS15, pp. 510–515; C15L1.1, pp. 516–517; C15L1.2, pp. 518–519; C15L1.3, pp. 520–521; C15L2.1, pp. 524–525; C15L2.2, pp. 526–527; C15L3.1, pp. 534–535; CR15, pp. 542–543; AS16, pp. 546–553; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L2.2, pp. 564–565; C16L3.5, pp. 574–575; C16L3.6, pp. 576–577; C16L4.2, pp. 580–581; CR16, pp. 582–583</p>	<p>UI3, pp. 168–169; C10L3.2, pp. 350–351; CR10, pp. 356–357; C11L1.1, pp. 378–379; C11L1.3, pp. 382–383; UI6, pp. 482–483; SFD14, pp. 485C–485D; CI14, pp. 486–487; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, pp. 506–507; SFD15, pp. 507C–507D; CI15, pp. 508–509; AS15, p. 511; AS15, p. 513; AS15, p. 515, C15L1.1, pp. 516–517; C15L1.2, pp. 518–519; C15L1.3, pp. 520–521; C15L2.1, pp. 524–525; C15L2.2, pp. 526–527; CWP, pp. 530–531, pp. 532–533; C15L3.1, pp. 534–535; CR15, p. 542, p. 543; SFD16, pp. 543C–543D; CI16, pp. 544–545; AS16, p. 546; AS16, p. 550; AS16, p. 552; C16L1.1, pp. 554–555; C16L1.2, pp. 556–557; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L2.3, pp. 564–565; C16L3.1, pp. 566–567; C16L3.3, pp. 570–571; C16L3.5, pp. 574–575; C16L3.6, pp. 576–577; C16L4.2, pp. 580–581; CR16, p. 582, p. 583; AS17, p. 586; AS17, p. 588, AS17, p. 590; AS17, p. 592; WR6, p. 611</p>

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<p>SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict. Clarifications: Examples may include, but are not limited to, Abolition Movement, Nat Turner’s Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom’s Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harpers Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>	<p>C13L3.1, pp. 468–469; CR13, pp. 474–475; C14L1.1, pp. 488–489; C14L1.2, pp. 490–491; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, pp. 506–507; AS17, pp. 587–589; C17L1.2, pp. 596–597; EOC6, pp. 612–613</p>	<p>C10L2.3, pp. 346–347; C10L3.2, pp. 350–351; C13L3.1, pp. 468–469; CR13, p. 474, p. 475; CI14, pp. 486–487; C14L1.1, pp. 488–489; C14L1.2, pp. 490–491; C14L2.1, pp. 492–493; C14L2.3, pp. 496–497; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, p. 506, p. 507; C15L1.3, pp. 520–521; AS17, p. 586; AS17, p. 588; C17L1.2, pp. 596–597; UW6, p. 611; EOC6, pp. 612–613</p>
<p>SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln’s presidency. Clarifications: Examples may include, but aren’t limited to, sectionalism, states’ rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>	<p>C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, pp. 506–507; C15L1.1, pp. 516–517; CR15, p. 542; C16L1.1, pp. 554–555; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L3.4, pp. 572–573; CR16, pp. 582–583</p>	<p>C14L3.2, pp. 502–503; C14L3.3, pp. 504–505; CR14, pp. 506–507; C15L1.1, pp. 516–517; C15L1.3, pp. 520–521; CR15, pp. 542–543; SFD16, pp. 543C–543D; C116, pp. 544–545; C16L1.1, pp. 554–555; C16L2.1, pp. 560–561; C16L2.2, pp. 562–563; C16L3.1, pp. 566–567; C16L3.3, pp. 570–571; C16L3.4, pp. 572–573; CR16, pp. 582–583; UW6, p. 610</p>
<p>SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p>	<p>C15L1.1, pp. 516–517; C15L3.2, p. 536; CR15, p. 542</p>	<p>SFD15, pp. 507C–507D; CI15, pp. 508–509; C15L1.1, pp. 516–517; C15L3.2, pp. 536–537; CR15, pp. 542–543</p>
<p>SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses. Clarifications: Examples may include, but aren’t limited to, technology, resources, alliances, geography, military leaders—Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>	<p>C15L3.1, pp. 534–535; C15L3.2, pp. 536–537; CR15, p. 542; EOC6, p. 613</p>	<p>CWP, pp. 532–533; C15L3.1, pp. 534–535; C15L3.2, pp. 536–537; CR15, p. 542, p. 543; SFD16, pp. 543C–543D; CI16, pp. 544–545; C16L1.3, pp. 558–559; C16L2.1, pp. 560–561; C16L3.1, pp. 566–567; C16L3.2, pp. 568–569; C16L3.3, pp. 570–571; EOC6, pp. 612–613</p>

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<p>SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations. Clarifications: Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman’s March, Lee’s surrender at Appomattox.</p>	<p>AS15, pp. 510–515; C15L1.1, pp. 516–517; C15L1.2, pp. 518–519; C15L2.1, pp. 524–525; C15L2.2, pp. 526–527; C15L3.3, pp. 538–539; C15L3.4, p. 541; CR15, pp. 542–543; C16L1.3, pp. 558–559; C16L3.3, pp. 570–571; C16L3.5, pp. 574–575; CR16, pp. 582–583; EOC6, pp. 612–613</p>	<p>SFD15, pp. 507C–507D; CI15, pp. 508–509; AS15, p. 511; AS15, p. 513; AS15, p. 515; C15L1.1, pp. 516–517; C15L1.2, pp. 518–519; C15L2.1, pp. 524–525; C15L2.2, pp. 526–527; C15L2.3, pp. 528–529; CWP, pp. 530–531; pp. 532–533; C15L3.3, pp. 538–539; C15L3.4, pp. 540–541; CR15, p. 542, p. 543; SFD16, pp. 543C–543D; C116, pp. 544–545; C16L1.3, pp. 558–559; C16L3.1, pp. 566–567; C16L3.2, pp. 568–569; C16L3.3, pp. 570–571; C16L3.5, pp. 574–575; C16L3.6, pp. 576–577; CR16, pp. 582–583; EOC6, pp. 612–613</p>
<p>SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history. Clarifications: Examples may include, but are not limited to, slavery, influential planters, Florida’s secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>	<p>FS, pp. FL10–11; FS, pp. FL16–17; C15L1.3, pp. 520–521; CR15, p. 542; C16L3.2, pp. 568–569; CR16, p. 582; EOC6, p. 613</p>	<p>FS, p. FL11; FS, p. FL16; C15L1.3, pp. 520–521; CR15, pp. 542–543; SFD16, pp. 543C–543D; C116, pp. 544–545; C16L3.2, pp. 568–569; CR16, p. 583; EOC6, pp. 612–613</p>
<p>SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p>	<p>C16L3.1, pp. 566–567; C16L3.4, pp. 572–573; C16L4.1, pp. 578–579; CR16, p. 583; AS17, pp. 588–593; C17L1.1, pp. 594–595; C17L1.2, pp. 596–597; C17L2.1, pp. 598–599; C17L2.2, pp. 600–601; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, pp. 608–609; EOC6, p. 613; CH, pp. R31–33</p>	<p>SFD16, pp. 543C–543D; AS16, p. 547; AS16, p. 549; AS16, p. 550; AS16, p. 553; C16L3.4, pp. 572–573; C16L4.1, pp. 578–579; C16L4.2, pp. 580–581; CR16, p. 583; SFD17, pp. 583C–583D; CI17, pp. 584–585; AS17, p. 586; AS17, p. 589; AS17, p. 590; AS17, p. 592; C17L1.1, pp. 594–595; C17L1.2, pp. 596–597; C17L2.2, pp. 600–601; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, p. 608, p. 609; EOC6, p. 613; CH, p. R30; CH, p. R32</p>

CIVICS AND GOVERNMENT

Correlation to the Florida Social Studies Standards, M/J United States History - 2100010
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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.		
SS.8.CG.1.1 Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.		
<ul style="list-style-type: none"> Students will describe colonial forms of government prior to the American Revolution. 	C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.1, pp. 198–199; C5L3.3, pp. 202–203; CH, pp. R3– R5, R7–R8	C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.1, pp. 198–199; C5L3.3, pp. 202–203; C10L3.4, pp. 354– 355; CH, p. R2–R3; CH, pp. R4–5; CH, pp. R6–R7; CH, pp. R8–R9
<ul style="list-style-type: none"> Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain. 	C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.3, pp. 202–203; UW3, p. 275	C5L2.1, pp. 190–191; C5L2.2, pp. 192–193; C5L3.3, pp. 202–203; UW3, p. 275
SS.8.CG.1.2 Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.		
<ul style="list-style-type: none"> Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage). 	FS, p. FL11	FS, p. FL11
SS.8.CG.1.3 Explain the importance of the rule of law in the United States' constitutional republic.		
<ul style="list-style-type: none"> Students will discuss the impact of the rule of law on U.S. citizens and government. 	C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C17L1.1, pp. 594–595; CH, p. R39	C4L1.4, pp. 130–131; C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C17L1.1, pp. 594–595; CH, pp. R14–R15; CH, pp. R26–R27; CH, pp. R38–R39
<ul style="list-style-type: none"> Students will recognize how the rule of law influences a society. 	C17L1.1, pp. 594–595; CH, pp. R27, R39	C4L1.4, pp. 130–131; C7L2.1, pp. 260–261; C17L1.1, pp. 594–595; CH, pp. R26–R27; CH, pp. R38–R39
<ul style="list-style-type: none"> Students will identify how the rule of law protects citizens from arbitrary and abusive government. 	C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; CH, pp. R14, R27, R39	CH, pp. R14–R15; CH, pp. R38–R39
<ul style="list-style-type: none"> Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions). 	C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C8L1.1, pp. 284–285; C10L3.3, pp. 352–353	C7L2.1, pp. 260–261; C7L2.2, pp. 262–263; C17L1.1, pp. 594–595; CH, pp. R14–R15; CH, pp. R26–R27

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
SS.8.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.		
SS.8.CG.2.1 Identify the constitutional provisions for establishing citizenship.		
<ul style="list-style-type: none"> Students will explain how the 14th Amendment establishes citizenship. 	C5L3.3, pp. 202–203; C16L4.1, pp. 578–579; CH, pp. R31–R32, R40	AS5, p. 178; C5L3.3, pp. 202–203; C13L1.4, pp. 458–459; AS16, p. 550; C16L4.1, pp. 578–579; CI17, pp. 584–585; C17L1.2, pp. 596–597; CH, pp. R30–R31; CH, p. R32–R33; CH, p. R40–R41
SS.8.CG.2.2 Compare the responsibilities of citizens at the local, state and national levels.		
<ul style="list-style-type: none"> Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service). 	UW2, p. 165; C7L3.1, pp. 266–267; UW4, p. 359; CH, pp. R39, R41–43	UW2, p. 165; UW4, p. 359, CH, pp. R38–R39; CH, pp. R40–R41; CH, pp. R42–R43
SS.8.CG.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.		
<ul style="list-style-type: none"> Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time. 	C4L1.4, pp. 130–131; C4L4.4, pp. 154–155; C6L3.5, pp. 248–249; C8L1.1, pp. 284–285; CR8, p. 301; C10L3.4, pp. 354–355	C4L1.4, pp. 130–131; C4L4.4, pp. 154–155; C6L3.5, pp. 248–249; C8L1.1, pp. 284–285; CR8, pp. 300–301; C10L3.4, pp. 354–355; AS16, p. 550
SS.8.CG.2.4 Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.		
<ul style="list-style-type: none"> Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction. 	C2L3.1, pp. 66–67; C3L1.3, pp. 98–99; C3L1.4, pp. 100–101; C3L2.3, pp. 106–107; C3L3.2, pp. 112–113; C4L4.3, pp. 152–153; C5L1.2, pp. 184–185; C5L2.1, pp. 190–191; C6L2.2, pp. 236–237; C7L1.1, pp. 254–255; C7L3.2, pp. 268–269; CR7, p. 272; C10L3.4, pp. 354–355; C11L1.1, pp. 378–379; C17L2.1, pp. 598–599; CH, pp. R14, R32	C2L3.1, pp. 66–67; SFD3, pp. 85C–85D; CI3, pp. 86–87; C3L1.3, pp. 98–99; C3L1.4, pp. 100–101; C3L2.1, pp. 102–103; C3L2.3, pp. 106–107; C3L3.2, pp. 112–113; C4L4.3, pp. 152–153; C5L1.2, pp. 184–185; C5L2.1, pp. 190–191; C6L2.2, pp. 234–235; C6L2.3, pp. 236–237; C6L2.4, pp. 238–239; SFD7, pp. 251C–251D; C7L1.1, pp. 254–255; C7L3.2, pp. 268–269; CR7, p. 273; C10L3.4, pp. 354–355; C11L1.1, pp. 378–379; AS16, p. 551; C17L1.1, pp. 594–595; C17L2.1, pp. 598–599; CH, p. R14; CH, p. R32

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SS.8.CG.2.5 Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.		
<ul style="list-style-type: none"> Students will explain the meaning and purpose of each amendment in the Bill of Rights. 	C7L3.1, pp. 266–267; C7L3.3, pp. 270–271; C16L4.1, pp. 578–579; C17L1.1, pp. 594–595; CH, pp. R14, R27–R31	SFD7, pp. 251C–251D; C7L3.1, pp. 266–267; C7L3.3, pp. 270–271; C16L4.1, pp. 578–579; C17L1.1, pp. 594–595; CH, pp. R14–15; CH, pp. R26–27; CH, pp. 28–29; CH, pp. 30–31
<ul style="list-style-type: none"> Students will describe how the Bill of Rights affects citizens and government. 	C4L4.4, pp. 154–155; AS5, pp. 176–177; C7L3.1, pp. 266–267; C7L3.2, pp. 268–269; C7L3.3, pp. 70–271; CR7, p. 272; UW4, p. 359; C11L1.1, pp. 378–379; C16L4.1, pp. 578–579; C17L1.1, pp. 594–595	C4L4.4, pp. 154–155; AS5, p. 176; SFD7, pp. 251C–251D; C7L3.1, pp. 266–267; C7L3.3, pp. 270–271; CR7, p. 272; UW4, p. 358; C11L1.1, pp. 378–379; C16L4.1, pp. 578–579; C17L1.1, pp. 594–595
SS.8.CG.2.6 Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.		
<ul style="list-style-type: none"> Students will identify constitutional amendments that address voting rights. 	C16L4.1, pp. 578–579; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607, CR17, p. 608; CH, pp. R31–R32, R34–R38	C11L1.1, pp. 378–379; C16L4.1, pp. 578–579; SFD17, pp. 583C–583D; CI17, pp. 584–585; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, p. 608; CR17, p. 609; CH, pp. R30–31; CH, pp. R32–R33; CH, pp. R34–35; CH, pp. R36–R37; CH, pp. R38–R39
<ul style="list-style-type: none"> Students will describe how specific constitutional amendments expanded access to the political process for various groups over time. 	CR11, p. 400; C16L4.1, pp. 578–579; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, p. 608; CH, pp. R14, R25, R26–R27, R31–R32, R34–R35	AS16, p. 551; C16L4.1, pp. 578–579; SFD17, pp. 583C–583D; CI17, pp. 584–585; C17L1.1, pp. 594–595; C17L1.2, pp. 596–597; C17L2.1, pp. 598–599; C17L3.1, pp. 604–605; C17L3.2, pp. 606–607; CR17, p. 608; CR17, p. 609; CH, pp. R14–R15; CH, pp. R24–25; CH, pp. R26–27; CH, pp. R30–31; CH, pp. R32–R33; CH, pp. R34–35

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SS.8.CG.3 Demonstrate an understanding of the principles, functions and organization of government.		
SS.8.CG.3.1 Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.		
<ul style="list-style-type: none"> Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)). 	C3L2.3, pp. 106–107; C5L4.5, pp. 214–215; C7L3.2, pp. 268–269; CR7, p. 273; C8L2.3, pp. 296–297; C10L3.3, pp. 352–353; C12L1.2, pp. 414–415; C14L3.3, pp. 504–505; CH, pp. R3–R27	C3L2.3, pp. 106–107; C5L4.5, pp. 214–215; SFD7, pp. 251C–251D; CI7, pp. 252–253; C7L3.2, pp. 268–269; CR7, p. 273; C8L2.3, pp. 296–297; C10L3.3, pp. 352–353; C12L1.2, pp. 414–415; C14L3.3, pp. 504–505; CH, pp. R2–R3; CH, pp. R4–R5; CH, pp. R6–R7; CH, pp. R8–R9; CH, pp. R10–R11; CH, pp. R12–R13; CH, pp. R14–R15; CH, pp. R16–R17; CH, pp. R18–R19; CH, pp. R20–R21; CH, pp. R22–R23; CH, pp. R24–R35; CH, pp. R26–R27
ECONOMICS		
SS.8.E.1 Understand the fundamental concepts relevant to the development of a market economy.		
SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects. Clarifications: Examples are Triangular Trade, colonial development—New England, Middle, and Southern colonies—Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.	CR1, p. 49; C2L3.3, pp. 70–71; CR2, pp. 76–77; C3L1.1, pp. 94–95; C3L3.4, pp. 116–117; C4L1.2, pp. 126–127; C4L3.1, pp. 142–143; EOC2, p. 167; C5L1.1, pp. 182–183; C8L1.3, pp. 288–289; C10L1.3, pp. 338–339; C11L3.1, pp. 396–397; CR11, p. 400; CR15, p. 543; C16L2.2, pp. 562–563; C16L3.5, pp. 574–575	CR1, pp. 48–49; C2L3.3, pp. 70–71; CR2, p. 76; C3L1.1, pp. 94–95; C3L3.2, pp. 112–113; C3L3.4, pp. 116–117; C4L1.2, pp. 126–127; C4L2.3, pp. 138–139; C4L3.1, pp. 142–143; EOC2, p. 167; C5L1.1, pp. 182–183; C8L1.3, pp. 288–289; C10L1.3, pp. 338–339; C11L3.1, pp. 396–397; CR11, p. 400; C16L2.2, pp. 562–563; C16L3.5, pp. 574–575; C16L4.2, pp. 580–581
SS.8.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.	C5L1.4, pp. 188–189; C8L1.3, pp. 288–289; CR8, p. 300; C9L1.2, pp. 314–315; C10L1.2, pp. 336–337; C10L2.2, pp. 344–345	C5L1.4, pp. 188–189; C8L1.3, pp. 288–289; CR8, pp. 300–301; C9L1.2, pp. 314–315; C10L1.2, pp. 336–337; C10L2.1, pp. 342–343; C10L2.2, pp. 344–345

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<p>SS.8.E.2.2 Explain the economic impact of government policies. Clarifications: Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>	<p>C1L1.1, pp. 52–53; CR2, pp. 76–77; C4L1.1, pp. 124–125; EOC2, p. 166; C5L1.2, pp. 184–185; C7L1.2, pp. 256–257; C7L2.3, pp. 264–265; CR7, p. 272; C8L1.3, pp. 288–289; CR8, p. 300; C9L1.1, pp. 312–313; CR9, p. 330; C10L1.3, pp. 338– 339; CR9, p. 356; EOC4, p. 360; C11L2.6, pp. 394–395; C11L3.1, pp. 396–397; EOC5, p. 478; C14L3.3, pp. 504–505; C15L3.2, pp. 536–537; C16L3.5, pp. 574–575; C16L4.2, pp. 580–581; C17L1.1, pp. 594–595; C17L1.2, pp. 596–597; EOC6, pp. 610–611</p>	<p>C12, pp. 50–51; C2L1.1, pp. 52–53; CR2, p. 76; C4L1.1, pp. 124–125; EOC2, p. 167; C5L1.2, pp. 184–185; C7L1.2, pp. 256–257; C7L1.3, pp. 258–259; C7L2.3, pp. 264–265; CR7, p. 272; C8L1.3, pp. 288–289; CR8, p. 300; C9L1.1, pp. 312–313; CR9, p. 330; C10L1.3, pp. 338–339; CR10, p. 356; EOC4, p. 361; C11L2.6, pp. 394–395; C11L3.1, pp. 396–397; EOC5, p. 479; C14L3.3, pp. 504–505; C15L3.2, pp. 536– 537; C16L3.5, pp. 574–575; C16L4.2, pp. 580–581; SFD17, pp. 583C–583D; C17L1.1, pp. 594–595; C17L1.2, pp. 596– 597</p>
<p>SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.</p>	<p>C2L4.1, pp. 72–73; C2L4.2, pp. 74–75; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C7L2.3, pp. 264–265; C10L1.1, pp. 334– 335; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; C17L2.1, pp. 598–599; C17L2.2, pp. 600–601</p>	<p>C2L4.1, pp. 72–73; C1L4.2, pp. 74–75; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C7L2.3, pp. 264–265; C10L1.1, pp. 334– 335; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; AS16, p. 551; AS16, p. 553; SFD17, pp. 583C–583D; C17L2.1, pp. 598– 599; C17L2.2, pp. 600–601</p>
<p>SS.8.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>		
<p>SS.8.E.3.1 Evaluate domestic and international interdependence. Clarifications: Examples are triangular trade routes and regional exchange of resources.</p>	<p>C1L2.3, pp. 40–41; C1L3.2, pp. 44–45; CR1, pp. 48–49; CR2, pp. 76–77; EOC1, pp. 80–81; C4L1.1, pp. 124–125; C4L1.2, pp. 126–127; C4L2.4, pp. 140–141; C10L1.3, pp. 338–339; C10L1.4, pp. 340– 341; C10L3.3, pp. 352–353; C12L1.1, pp. 412–413; C12L1.2, pp. 414–415; C12L1.3, pp. 416–417; C12L2.2, pp. 422–423; C12L2.3, pp. 424–425; C12L4.1, pp. 436– 437; C12L4.2, pp. 438–439; C12L4.3, pp. 440–441; C16L2.2, pp. 562–563</p>	<p>C1L2.3, pp. 40–41; C1L3.2, pp. 44–45; CR1, p. 48, p. 49; CR2, p. 76; EOC1, p. 80; C4L1.1, pp. 124–125; C4L1.2, pp. 126–127; C4L2.4, pp. 140–141; C5L3.4, pp. 204–205; C10L1.3, pp. 338–339; C10L1.4, pp. 340– 341; C10L2.2, pp. 344–345; C10L3.3, pp. 352–353; C12L1.1, pp. 412–413; C12L1.2, pp. 414–415; C12L1.3, pp. 416–417; C12L2.2, pp. 422–423; C12L2.3, pp. 424– 425; C12L4.1, pp. 436–437; C12L4.2, pp. 438–439; C12L4.3, pp. 440–441; C16L2.2, pp. 562–563</p>

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GEOGRAPHY		
SS.8.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.		
SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.	This standard is addressed throughout. For example, see: SC, pp. 4–11; FS, p. FL8; C1L1.6, pp. 34–35; AS3, pp. 88–89; C3L1.4, pp. 100–101; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; CR4, pp. 162–163; EOC2, p. 166; C9L2.1, pp. 318–319; C10L1.3, pp. 338–339; C12L3.3, pp. 434–435; UW5 p. 477; C15L3.2, pp. 536–537	This standard is addressed throughout the text. For example, see: FS, pp. FL8–FL9; SC, p. 6; SC, p. 8; SC, p. 10; C1L1.6, pp. 34–35; AS3, p. 89; C3L1.4, pp. 100–101; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; CR4, p. 163; EOC2, p. 167; AS9, p. 311; C9L2.1, pp. 318–319; C9L2.3, pp. 322–323; C10L1.3, pp. 338–339; EOC4, p. 361; C12L3.1, pp. 430–431; C12L3.2, pp. 432–433; C12L3.3, pp. 434–435; C12L4.1, pp. 436–437; C12L4.3, pp. 440–441; UW5, p. 477; EOC5, p. 479; C15L3.2, pp. 536–537
SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	This standard is addressed throughout. For example, see: SC, pp. 4–11; C3L1.3, pp. 98–99; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; C3L3.4, pp. 116–117; C3L3.5, pp. 118–119; C4L1.1, pp. 124–125; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L3.1, pp. 142–143; C6L3.2, pp. 242–243; C9L2.1, pp. 318–319; C10L1.3, pp. 338–339; C10L3.2, pp. 350–351; C12L1.1, pp. 412–413; C15L3.4, p. 541	This standard is addressed throughout the text. For example, see: FS, p. FL9; FS, p. FL 11; SC, p. 6; SC, p. 8; SC, p. 10; AS3, p. 89; C3L1.3, pp. 98–99; C3L3.1, pp. 110–111; C3L3.3, pp. 114–115; C3L3.4, pp. 116–117; C3L3.5, pp. 118–119; C14, p. 122–123; C4L1.1, pp. 124–125; C4L2.1, pp. 134–135; C4L2.2, pp. 136–137; C4L3.1, pp. 142–143; C6L1.2, pp. 228–229; C6L3.2, pp. 242–243; C7L1.2, pp. 256–257; C9L2.1, pp. 318–319; C9L2.2, pp. 320–321; C9L2.3, pp. 322–323; C10L1.3, pp. 338–339; C10L3.2, pp. 350–351; C12L1.1, pp. 412–413; C13L1.3, pp. 456–457; C15L3.4, pp. 540–541

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
SS.8.G.2 Understand physical and cultural characteristics of places.		
SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Clarifications: Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.	SC, pp. 4–11; FS, p. FL4; AS1, pp. 20–21; C1L1.4, pp. 30–31; C1L1.6, pp. 34–35; AS3, pp. 88–91; C6L3.4, pp. 246–247; C9L2.2, pp. 320–321; C10L1.3, pp. 338–339; C10L1.4, pp. 340–341; UW5 p. 477; C15L3.2, pp. 536–537 See also Interactive GIS Story Maps in MindTap™.	FS, p. FL4; FS, p. FL6; SC, p. 4; SC, p. 6; SC, p. 8; SC, p. 10; C11, pp. 16–17; AS1, p. 20; C1L1.4, pp. 30–31; C1L1.6, pp. 34–35; C14, pp. 122; C6L3.4, pp. 246–247; C9L2.2, pp. 320–321; C10L1.3, pp. 338–339; 10L1.4, pp. 340–341; UW5, p. 477; 15L3.2, pp. 536–537
SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. Clarifications: Examples are cataclysmic natural disasters, shipwrecks.	FS, pp. FL2–FL6; ; FS, p. FL19; UW3, p. 275; CR11, p. 401; CR14, p. 507; CR16, p. 582 See also Interactive GIS Story Maps in MindTap™.	FS, p. FL4; FS, p. FL6; FS, p. FL18; UW3, p. 275; CR11, pp. 400–401; CR14, pp. 506–507; CR16, p. 582
SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	AS1, pp. 18–21; C1L1.1, pp. 24–25; C3L1.1, pp. 94–95; UW2, p. 165; C7L1.1, pp. 254–255; CR7, p. 272; CR9, p. 331 See also Interactive GIS Story Maps in MindTap™.	C11, pp. 16–17; AS1, p. 18; AS1, p. 21; C1L1.1, pp. 24–25; C3L1.1, pp. 94–95; UW2, p. 165; C7L1.1, pp. 254–255; CR7, p. 273; CR9, p. 331; C14L1.1, pp. 488–489; C14L2.1, pp. 492–493
SS.8.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States.	UW1, p. 79; C3L1.1, pp. 94–95; UW4, p. 359; C11L2.4, p. 391	UW1, p. 79; C3L1.1, pp. 94–95; UW4, pp. 358–359; C11L2.4, pp. 390–391; FS, p. FL3; FS, p. FL4; FS, p. FL7; FS, p. FL9; CR2, pp. 76–77; C3L3.4, pp. 116–117; C6L3.4, pp. 246–247; C7L2.3, pp. 264–265; C15L3.2, pp. 536–537
SS.8.G.3.2 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.	FS, pp. FL2–FL6; CR2, p. 77; C3L3.4, pp. 116–117; C6L3.4, pp. 246–247; C7L2.3, pp. 264–265; C15L3.2, pp. 536–537 See also Geography and the Environment Handbook in MindTap™.	UW1, p. 79; C3L1.1, pp. 94–95; UW4, pp. 358–359; C11L2.4, pp. 390–391; FS, p. FL3; FS, p. FL4; FS, p. FL7; FS, p. FL9; CR2, pp. 76–77; C3L3.4, pp. 116–117; C6L3.4, pp. 246–247; C7L2.3, pp. 264–265; C15L3.2, pp. 536–537

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
SS.8.G.4 Understand the characteristics, distribution, and migration of human populations.		
SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.	SC, pp. 6–9; AS1, pp. 18–19; AS1, pp. 22–23; C1L1.6, pp. 34–35; C3L1.1, pp. 94–95; C12L4.2, pp. 438–439 See also Interactive GIS Story Maps in MindTap™.	SC, p. 6; SC, p. 8; AS1, p. 18, ASI, p. 22; C1L1.6, pp. 34–35; C3L1.1, pp. 94–95; C7L2.3, pp. 264–265; C12L4.2, pp. 438–439
SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	SC, pp. 4–9; C2L4.1, pp. 72–73; EOC1, p. 81; C3L2.1, pp. 102–103; C11L2.5, pp. 392–393; C11L2.6, pp. 394–395; C12L1.1, pp. 412–413; C12L2.1, pp. 420–421; C12L4.2, pp. 438–439; CR13, p. 475 See also Interactive GIS Story Maps in MindTap™.	SC, p. 4; SC, p. 6; SC, p. 8; C2L4.1, pp. 72–73; CR2, p. 77; EOC1, pp. 80–81; UI2, p. 83; C3L2.1, pp. 102–103; C7L1.2, pp. 256–257; C11L2.5, pp. 392–393; C11L2.6, pp. 394–395; C12L1.1, pp. 412–413; C12L2.1, pp. 420–421; C12L4.2, pp. 438–439; C13L1.1, pp. 452–453; C13L1.2, pp. 454–455; CR13, pp. 474–475
SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	C12L4.1, pp. 436–437 See also Interactive GIS Story Maps in MindTap™.	C12L4.1, pp. 436–437; C13L1.2, pp. 454–455
SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.	This standard is addressed throughout. For example, see: SC, pp. 6–9; CL1.2, pp. 24–25; C2L1.2, pp. 54–55; C2L3.3, pp. 70–71; CR3, p. 121; CR8, p. 301; CR10, p. 357; C12L1.3, pp. 416–417; C12L3.3, pp. 434–435; CR12, p. 443	FS, p. FL19; SC, p. 7; SC, p. 9; SC, p. 11; C1L1.1, pp. 24–25; C2L1.2, pp. 54–55; C2L3.3, pp. 70–71; CR3, pp. 120–121; CR8, pp. 300–301; CR10, p. 357; C12L1.3, pp. 416–417; C12L3.1, pp. 430–431; C12L3.3, pp. 434–435; CR12, p. 443
SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.	C10L1.2, pp. 336–337; WSH, pp. 362–363 See also Interactive GIS Story Maps in MindTap™.	C10L1.2, pp. 336–337; WSH, p. 362

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
<p>SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.</p>	<p>This standard is addressed throughout. For example, see: C1L1.2, pp. 26–27; C3L1.4, pp. 100–101; C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; CR5, p. 217; EOC3, p. 277; C9L2.1, pp. 318–319; C12L3.3, pp. 434–435; CR12, p. 442; C17L1.2, pp. 596–597</p>	<p>C1L1.2, pp. 26–27; C3L1.4, pp. 100–101; C3L3.2, pp. 112–113; C3L3.3, pp. 114–115; CR5, p. 217; EOC3, p. 277; C9L2.1, pp. 318–319; C10L3.1, pp. 348–349; C12L3.1, pp. 430–431; C12L3.3, pp. 434–435; CR12, p. 443; C17L1.2, pp. 596–597</p>
<p>SS.8.G.5 Understand how human actions can impact the environment.</p>		
<p>SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p>	<p>AS1, pp. 18–23; FS, p. FL4; CI1, pp. 16–17; C1L1.2, pp. 26–27; C1L1.3, pp. 28–29; C1L1.6, pp. 34–35; CR1, pp. 48–49; EOC1, p. 80; AS3, p. 88–89; C3L3.4, pp. 116–117; C4L1.1, pp. 124–125; C4L1.2, pp. 126–127; C4L1.3, pp. 128–129; C4L3.1, pp. 142–143; UW2, p. 165; UW4, p. 359; C11L2.6, pp. 394–395; AS12, pp. 406–407; C13L1.3, pp. 456–457; PBL, pp. 480–481</p>	<p>FS, p. FL3; FS, p. FL 5; FS, p. FL7; SC, p. 4; SC, p. 5; SC, p. 7; SC, p. 9; CI1, pp. 16– 17; AS1, p. 21; AS1, p. 22, C1L1.2, pp. 26– 27; C1L1.3, pp. 28–29; C1L1.6, pp. 34–35; CR1, p. 48; EOC1, p. 80, p. 81; CI3, pp. 86– 87; AS3, p. 89; C3L3.4, pp. 116–117; C14, pp. 122–123; C4L1.1, pp. 124–125; C4L1.2, pp. 126–127; C4L1.3, pp. 128–129; C4L3.1, pp. 142–143; UW2, p. 165; UW4, p. 359; AS11, p. 373; C11L2.6, pp. 394–395; AS12, p. 407; C13L1.3, p. 456</p>
<p>SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Clarifications: Examples are deforestation, urbanization, agriculture.</p>	<p>FS, pp. FL4–FL7, EOC1, p. 80; UW4, p. 359</p> <p>See also Geography and the Environment Handbook in MindTap™.</p>	<p>FS, p. FL5; FS, p. FL7; EOC1, pp. 80–81; C14, pp. 122– 123; UW4, p. 359; AS11, p. 373</p>
<p>SS.8.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</p>		
<p>SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p>	<p>C1L1.6, pp. 34–35; C3L3.4, pp. 116–117; C3L3.5, pp. 118–119; C4L2.1, pp. 134–135; C15L3.2, pp. 536–537</p>	<p>C1L1.6, pp. 34–35; C3L3.4, pp. 116–117; C3L3.5, pp. 118–119; C4L2.1, pp. 134–135; C7L1.2, pp. 256–257; C15L3.2, pp. 536– 537</p>

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
<p>SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations. Clarifications: Examples are maps, graphs, tables.</p>	<p>This standard is addressed throughout. For example, see: C1L1.1, pp. 24–25; C2L1.2, pp. 54–55; C2L3.3, pp. 70–71; C3L3.5, pp. 118–119; C4L3.1, pp. 142–143; AS6, pp. 224–225; C6L3.4, 246–247; CR12, p. 443; C16L3.3, pp. 570–571; C16L4.2, pp. 580–581</p>	<p>AS1, p. 21; C1L1.1, pp. 24–25; CI2, pp. 50–51; C2L1.2, pp. 54–55; C2L3.3, pp. 70–71; AS3, p. 91; AS3, p. 93; C3L1.3, pp. 98–99; C3L3.5, pp. 118–119; C4L3.1, pp. 142–143; AS6, p. 225; C6L1.3, pp. 230–231; C6L3.4, pp. 246–247; CR12, p. 443; C16L3.3, pp. 570–571; C16L4.2, pp. 580–581</p>
ENGLISH LANGUAGE DEVELOPMENT		
ELD.K12.ELL.SI Language of Social and Instructional Purposes		
<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p>This standard is addressed throughout. For example, see: C2L1.4, pp. 58–59; C2L1.4, pp. 58–59; C2L4.1, pp. 72–73; C3L2.2, pp. 104–105; C3L2.4, pp. 108–109; C4L1.2, pp. 126–127; C4L4.2, pp. 150–151; UW6, pp. 610–611</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL11; FS, p. FL19; SFD1, pp. 15C–15D; C1L1.3, pp. 28–29; C1L2.3, pp. 40–41; C1L3.2, pp. 44–45; SFD2, pp. 49C–49D; C2L1.4, pp. 58–59; C2L2.2, pp. 62–63; C2L3.1, pp. 66–67; C2L3.3, pp. 70–71; C2L4.1, pp. 72–73; SFD3, pp. 85C–85D; C3L2.2, pp. 104–105; C3L2.4, pp. 108–109; C3L3.1, pp. 110–111; C4L1.2, pp. 126–127; C4L4.2, pp. 150–151; AS6, p. 225; SFD7, pp. 251C–251D; C7L2.2, pp. 262–263; SFD8, p. 281D; SFD10, pp. 331C–331D; C10L1.4, pp. 340–341; UW4, p. 359; SFD11, p. 367C–367D; SFD12, p. 401C–401D; SFD13, p. 443C–443D; C13L1.4, pp. 458–459; C13L2.2, pp. 462–463; C13L2.4, pp. 466–467; SFD16, p. 543C–543D; C16L1.2, pp. 556–557; C16L2.1, pp. 560–561; C16L2.3, pp. 564–565; C16L4.1, pp. 578–579; SFD17, pp. 583C–583D; AS17, p. 593; C17L1.2, pp. 596–597; C17L2.3, pp. 602–603; C17L3.2, pp. 606–607; UW6, p. 611</p>

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S EDITION
ELD.K12.ELL.SS Language of Social Studies		
ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	This standard is addressed throughout. For example, see: AS1, pp. 22–23; C1L1.3, pp. 28–29; C1L3.2, pp. 44–45; C2L1.2, pp. 54–55; C3L3.4, pp. 116–117; C4L1.3, pp. 128–129; C4L4.3, pp. 152–153; C5L4.2, pp. 208–209; UW6, pp. 610–611	This standard is addressed throughout the text. For example, see: FS, p. FL7; FS, p. FL15; SFD1, pp. 15C–15D; AS1, p. 23; C1L1.1, pp. 24–25; C1L1.3, pp. 28–29; C1L1.6, pp. 34–35; C1L2.3, pp. 40–41; C1L3.2, pp. 44–45; C2L1.2, pp. 54–55; C2L1.4, pp. 58–59; C2L2.2, pp. 62–63; SFD3, pp. 85C–85D; C3L3.4, pp. 116–117; SFD4, pp. 121C–121D; C4L1.3, pp. 128–129; C4L1.4, pp. 130–131; C4L4.3, pp. 152–153; C4L4.4, pp. 154–155; C5L2.3, pp. 194–195; C5L4.2, pp. 208–209; AS6, p. 225; C6L1.1, pp. 226–227; C6L2.1, pp. 232–233; C6L3.1, pp. 240–241; SFD8, p. 281D; SFD9, pp. 301C–301D; UW4, p. 259; C11L3.1, pp. 396–397; SFD14, pp. 485C–485D; AS17, p. 593; UW6, p. 611
HEALTH EDUCATION		
HE.8.C.2 Internal and External Influence—Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention. Clarifications: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws	C7L3.3, pp. 270–271; UW6, pp. 610–611	UW6, p. 611
B.E.S.T. Standards Correlations		
MATHEMATICS		
Mathematical Thinking and Reasoning		
MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	This standard is addressed throughout the text. For example, see: CR1, p. 49	This standard is addressed throughout the text. For example, see: CR1, p. 49
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	This standard is addressed throughout the text. For example, see: CR4, p. 163	This standard is addressed throughout the text. For example, see: CR4, p. 163

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MA.K12.MTR.3.1 Complete tasks with mathematical fluency.	This standard is addressed throughout the text. For example, see: CR2, p. 77	This standard is addressed throughout the text. For example, see: CR2, p. 76; CR2, p. 77
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	This standard is addressed throughout the text. For example, see: C2L3.2, pp. 68–69	This standard is addressed throughout the text. For example, see: C2L3.2, pp. 68–69
MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.	This standard is addressed throughout the text. For example, see: C7L2.2, pp. 262–263; C7L2.3, pp. 264–265	This standard is addressed throughout the text. For example, see: C7L2.2, pp. 262–263; C7L2.3, pp. 264–265
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	This standard is addressed throughout the text. For example, see: C7L2.2, pp. 262–263; C7L2.3, pp. 264–265	This standard is addressed throughout the text. For example, see: C7L2.2, pp. 262–263; C7L2.3, pp. 264–265
MA.K12.MTR.7.1 Apply mathematics to real- world contexts.	This standard is addressed throughout the text. For example, see: C2L3.2, pp. 68–69	This standard is addressed throughout the text. For example, see: C2L3.2, pp. 68–69; C7L1.2, pp. 256– 257; C16L4.2, pp. 580–581
ENGLISH LANGUAGE ARTS		
Expectations		
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	This standard is addressed throughout the text. For example, see: SC, pp. 4–11; FS, p. FL15; C2L3.1, pp. 66–67; UW1, p. 79; C5L3.3, pp. 202–203; CR5, p. 216; C6L2.3, pp. 236–237; CR7, p. 272; CR8, p. 300; CR9, p. 330; CR9, pp. 356–357; UW4, p. 359; CR11, pp. 400–401; CR12, p. 442; CR15, p. 543	This standard is addressed throughout the text. For example, see: FS, p. FL15; SC, p. 5; SC, p. 7; SC, p. 8; SC, p.11; SFD1, pp. 15C–15D; SFD2, pp. 49C–49D; C2L3.1, pp. 66–67; UW1, pp. 78–79; EOC1, p. 81; AS3, p. 91; CI4, pp. 122–123; EOC2, p. 167; C5L3.3, pp. 202–203; CR5, p. 217; C6L1.3, pp. 230–231; C6L2.3, pp. 236–237; SFD7, pp. 251C–251D; CI7, pp. 252–253; C7L1.3, pp. 258–259; CR7, p. 273; CR8, p. 300; AS9, p. 307; AS9, p. 309; CR9, p. 331; CR10, p. 357; UW4, p. 359; CR11, pp. 400–401; CR12, p. 442; SFD14, pp. 485C–485D; CWP, p. 532; CR15, pp. 542–543; C17L3.2, pp. 606–607

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<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p>This standard is addressed throughout the text. For example, see: UW1, pp. 78–79; UW2, p. 164; UW3, pp. 274; UW4, p. 358; UW5, p. 476; UW6, pp. 610–611</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL3; FS, p. FL5; FS, p. FL7; FS, p. FL15; FS, p. FL19; SFD1, pp. 15C–15D; C1L1.4, pp. 30–31; SFD2, pp. 49C–49D; UW1, pp.78–79; SFD3, pp.85C–85D; UW2, p. 164; AS5, p. 180; C5L1.1, pp. 182–183; C5L1.2, pp. 184–185; C5L1.3, pp. 186–187; C5L3.3, pp. 202–203; SFD7, pp. 251C–251D; UW3, p. 274; SFD8, p. 281C; C8L1.1, pp. 284–285; C8L2.2, pp. 294–295; C8L2.4, pp. 298– 299; SFD9, pp. 301C–301D; SFD10, pp. 331C–331D; UW4, pp. 358–359; SFD11, pp. 367C–367D; CI11, pp. 368–369; AS11, p. 371; C11L1.1, pp. 378–379; SFD12, pp. 401C–401D; CI12, pp. 402–403; UW5, p. 476; SFD14, pp. 485C–485D; CI14, pp. 486–487; C14L1.1, pp. 488–489; C14L1.2, pp. 490–491; C14L2.4, pp. 498–499; C14L3.1, pp. 500–501; C14L3.2, pp. 502–503; C15L1.1, pp. 516–517; C15L3.1, pp. 534–535; AS16, p. 547; AS16, p. 549; AS16, p.551; AS16, p. 553; AS17, pp. 586–587; AS17 p. 589; AS17, pp. 590–591; AS17, p. 593; UW6, p. 610</p>

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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p>This standard is addressed throughout the text. For example, see: SC, pp. 4–11; FS, p. FL11; FS, p. FL17; C1L1.2, pp. 26–27; C1L3.2, pp. 44–45; CR1, pp. 48–49; C2L1.1, pp. 52–53; C2L3.3, pp. 70–71; C2L4.2, pp. 74–75; AS3, pp. 90–91; C3L2.4, pp. 108–109; CR3, pp. 120–121; C6L2.1, pp. 232–233</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL11; FS, p. FL16; SC, pp. 4–5; SC, p. 7, SC, p. 9, SC, p. 11; SFD1, pp.15C– 15D; C1L1.2, pp. 26–27; C1L2.3, pp. 40– 41; C1L3.2, pp. 44–45; CR1, pp. 48–49; SFD2, pp. 49C–49D; C2L1.1, pp. 52–53; C2L3.3, pp. 70–71; C2L4.1, pp. 72–73; C2L4.2, pp. 74–75; UI2, p. 83; CI3, pp. 86– 87; AS3, p. 91; C3L2.2, pp. 104–105; C3L2.4, pp. 108–109; CR3, pp. 120–121; C6L1.3, pp. 230–231; C6L2.1, pp. 232–233; C6L2.2, pp. 234–235; C6L3.4, pp. 246–247; C7L1.1, pp. 254–255; CI8, pp. 282–283; C8L1.2, pp. 286–287; AS9, p. 307; AS9, p. 311; C10L2.2, pp. 344–345; C10L3.4, pp. 354–355; UW4, p. 358; C11L1.2, pp. 180– 381; C11L2.3, pp. 388–389; C11L2.6, pp. 294–395; AS12, p. 409; C12L3.2, pp. 432– 433; AS13, p. 451; C13L1.1, pp. 452–453; C13L2.2, pp. 462–463; C13L3.1, pp. 468– 469; SFD14, pp. 485C–485D, C15L2.1, pp. 524–525; CWP, p. 530; C16L1.1, pp. 554– 555; C16L4.1, pp. 578–579; C17, pp. 584– 585; C17L1.1, pp. 594–595; C17L2.2, pp. 600–601; C17L2.3, pp. 602–603; C17L3.1, pp. 604–605; WSH3, pp. 614–615</p>

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>This standard is addressed throughout the text. For example, see: UW2, p. 165; CR5, p. 217; CR9, p. 331; UW4, p. 359; CR13, p. 475; UW5 pp. 476–477; CR14, p. 507; UW6, pp. 610–611</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL3; FS, p. FL5; FS, p. FL7; FS, p. FL19; SFD1, pp. 15C–15D; AS1, p. 23; C1L1.1, pp. 24–25; C1L1.2, pp. 26–27; C1L1.3, pp. 28–29; C1L1.6, pp. 34–35; C1L2.2, pp. 38–39; C1L2.3, pp. 40–41; C1L3.1, pp. 42–43; C1L3.2, pp. 44–45; C1L3.3, pp. 46–47; SFD2, pp. 49C–49D; CI2, pp. 50–51; C2L1.1, pp. 52–53; C2L1.2, pp. 54–55; C2L1.3, pp. 56–57; C2L1.4, pp. 58–59; C2L2.1, pp. 60–61; C2L2.3, pp. 64–65; C2L3.1, pp. 66–67; C2L3.2, pp. 68–69; C2L3.3, pp. 70–71; C2L4.1, pp. 72–73; C2L4.2, pp. 74–75; EOC1, p. 81; SFD3, pp. 85C–85D; AS3, p. 91; AS3 p. 93; C3L1.2, pp. 96–97; C3L2.3, pp. 106–107; C3L2.4, pp. 108–109; UW2, p. 165; AS5, pp. 180–181; C5L4.3, pp. 208–209; CR5, p. 217; AS6, p. 221; AS6, p. 223; C6L1.2, pp. 228–229; UW3, p. 275; SFD8, pp. 281C–281D; CI8, pp. 282–283; C8L2.4, pp. 298–299; AS9, p. 307; AS9, p. 309; CR9, p. 331; UW4, p. 359; WSH2, pp. 362–363; SFD11, pp. 367C–367D; C11L1.3, pp. 382–383; SFD12, pp. 401C–401D; AS12, p. 409; CI13, pp. 444–445; AS13, p. 447; AS13, p. 449; C13L1.3, pp. 456–457; C13L2.4, pp. 466–467; CR13, pp. 474–475; UW5, p. 477; C14L2.1, pp. 292–293; C14L2.3, pp. 496–497; CR14, pp. 506–507; C15L1.2, pp. 518–519; C15L2.3, pp. 528–529; C15L3.3, pp. 538–539; CI16, pp. 544–545; C16L3.6, pp. 576–577; C17L2.3, pp. 602–603; UW6, p. 611</p>

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<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>This standard is addressed throughout the text. For example, see: CR1, p. 49; CR3, p. 121; UW1, p. 79; CR7, p. 273; UW4, p. 359; PBL, pp. 480–481; CR16, p. 583; CR17, p. 609</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL7; SFD1, pp.15C–15D; C1L1.5, pp. 32–33; CR1, pp. 48–49; SFD2, pp. 49C–49D; UW1, p. 79; AS3, p. 93; C3L1.3, pp. 98–99; CR3, p. 121; CR7, p. 273; SFD8, p. 281C–281D; SFD10, pp. 331C–331D; C10L1.1, pp. 334–335; UW4, p. 359; C11L2.1, pp. 384–385; C11L3.2, pp. 398–399; SFD13, pp. 443C–443D; C15L3.2, pp. 536–537; C15L3.4, pp. 540–541; C16L3.5, pp. 574–575; CR16, p. 583; SFD17, pp. 583C–583D; AS17, p. 589; C17L2.2, pp. 600–601; C17L3.1, pp. 604–605; CR17, p. 609</p>
<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>This standard is addressed throughout the text. For example, see: CR4, pp. 162–163; CR6, p. 251; UW3, p. 275; CR8, p. 301; UW4, p. 359; CR12, p. 443; UW5 pp. 476–477; UW6, pp. 610–611</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL19; AS1, p. 23; C3L3.4, pp. 116–117; C4L4.3, pp. 152–153; CR4, pp. 162–163; CR6, pp. 250–251; UW3, pp. 274–276; SFD8, pp. 281C–281D; CR8, pp. 300–301; SFD10, pp. 331C–331D; UW4, p. 359; AS11, p. 377; CR12, p. 443; SFD13, p. 443C–443D; UW5, p. 477; C14L3.1, pp. 500–501; SFD16, pp. 543C–543D; C17L2.1, pp. 598–599; UW6, p. 611</p>

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