



Brings Learning Alive!

Florida - Kindergarten Grade History / Social Studies Content Standards

Social Studies Alive! - Me and My World

**Florida Standards for History / Social Studies, Kindergarten
Grade**

Where Standards Are Addressed

1. American History: Historical Inquiry and Analysis

SS.K. A.1.1 Develop an understanding of how to use and create a timeline.

Program: Me and My World

Chapter: All
Toolkit pages: Solutions for Effective Instruction: 55

SS.K. A.1.2 Develop an awareness of a primary source.

Program: Me and My World

Chapter: 1. Who Am I?
Student Edition pages: 6

Chapter: 7. What Is in My Neighborhood?
Student Edition pages: 37, 41, 42

Chapter: 8. Where Am I in the World?
Student Edition pages: 45, 47, 50

Overhead Transparencies pages: 8A-8D

Chapter: 9. How Do People Live Around the World?
Student Edition pages: 56, 57

2. American History: Historical Knowledge

SS.K. A.2.1 Compare children and families of today with those in the past.

Program: Me and My World

Chapter: 2. What Is a Family?
Lesson Guide pages: 11-20

Student Edition pages: 7-12

CD : Tracks 1, 2

Online Resources pages: PBS Kids: Family Ties;
Enrichment Activities: Special Foods for Special Days

Lesson Masters pages: 11-18

Chapter: 4. How Do I Make Friends?
Lesson Guide pages: 39-40

SS.K. A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

**Florida Standards for History / Social Studies, Kindergarten
Grade**

Where Standards Are Addressed

SS.K. Compare our nation's holidays with holidays of other cultures.
A.2.3

Program: Me and My World

Chapter: 9. How Do People Live Around the World?
Lesson Guide pages: 91-102

Student Edition pages: 51-58

Overhead Transparencies pages: 9A-9E

Placard pages: 9A-9I

CD : Tracks 8-9

Lesson Masters pages: 85-102

SS.K. Listen to and retell stories about people in the past who have shown
A.2.4 character ideals and principles including honesty, courage, and
responsibility.

Program: Me and My World

Chapter: 1. Who Am I?
Lesson Guide pages: 7-8

Student Edition pages: 5

SS.K. Recognize the importance of U.S. symbols.
A.2.5

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

3. American History: Chronological Thinking

SS.K. Use words and phrases related to chronology and time to explain
A.3.1 how things change and to sequentially order events that have
occurred in school.

Program: Me and My World

Chapter: All
Toolkit pages: Solutions for Effective Instruction: 46,
54-56

Chapter: 4. How Do I Make Friends?
Lesson Masters pages: 35

SS.K. Explain that calendars represent days of the week and months of the
A.3.2 year.

4. Geography: The World in Spatial Terms

SS.K. Describe the relative location of people, places, and things by using
G.1.1 positional words.

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

SS.K. Explain that maps and globes help to locate different places and that
G.1.2 globes are a model of the Earth.

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

SS.K. Differentiate land and water features on simple maps and globes.
G.1.4

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Symbols; Enrichment Activities:
Natural Changes in My World

Lesson Masters pages: 73-84

5. Geography: Places and Regions

SS.K. Locate and describe places in the school and community.
G.2.1

Program: Me and My World

Chapter: 7. What Is in My Neighborhood?
Lesson Guide pages: 69-78

Student Edition pages: 37-44

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

CD : Track 6

Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town

Lesson Masters pages: 67-72

SS.K. Know one's own phone number, street address, city or town and that
G.2.2 Florida is the state in which the student lives.

Program: Me and My World

Chapter: 8. Where Am I in the World?

Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World

Lesson Masters pages: 73-84

6. Geography: Physical System

SS.K. Identify basic landforms.
G.3.1

Program: Me and My World

Chapter: 7. What Is in My Neighborhood?

Lesson Guide pages: 69-78

Student Edition pages: 37-44

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

CD : Track 6

Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town

Lesson Masters pages: 67-72

SS.K. Identify basic bodies of water.
G.3.2

Program: Me and My World

Chapter: 7. What Is in My Neighborhood?

Lesson Guide pages: 69-78

Student Edition pages: 37-44

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

CD : Track 6

Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town

Lesson Masters pages: 67-72

SS.K. Describe and give examples of seasonal weather changes, and
G.3.3 illustrate how weather affects people and the environment.

7. Economics: Beginning Economics

SS.K. Describe different kinds of jobs that people do and the tools or
E.1.1 equipment used.

Program: Me and My World

Chapter: 5. How Do I Solve Problems with Others?
Lesson Guide pages: 45-56

Student Edition pages: 19-24

Overhead Transparencies pages: 5A-5D

Placard pages: 5A-5D

CD : Track 4

Online Resources pages: Brain Pop Jr.: Thanksgiving; Enrichment Activities: Friends from Many Cultures

Lesson Masters pages: 39-50

SS.K. Recognize that United States currency comes in different forms.
E.1.2

Program: Me and My World

Chapter: 10. How Can I Help Take Care of the World?
Lesson Guide pages: 112

Student Edition pages: 63

Lesson Masters pages: 112

SS.K. Recognize that people work to earn money to buy things they need
E.1.3 or want.

Program: Me and My World

Chapter: 10. How Can I Help Take Care of the World?
Lesson Guide pages: 112

Student Edition pages: 63

Lesson Masters pages: 112

SS.K. Identify the difference between basic needs and wants.
E.1.4

Program: Me and My World

Chapter: All
This standard correlates to all components.

8. Civics and Government: Foundations of Government, Law, and the American Political System

SS.K. Define and give examples of rules and laws, and why they are
C.1.1 important.

Program: Me and My World

Chapter: 3. How Do I Get Along with Others?
Lesson Guide pages: 21-32

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Out on a Limb: A Guide to Getting Along; Enrichment Activities: The City and the Country

Lesson Masters pages: 19-28

SS.K. Explain the purpose and necessity of rules and laws at home, school,
C.1.2 and community.

Program: Me and My World

Chapter: 3. How Do I Get Along with Others?
Lesson Guide pages: 21-32

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Out on a Limb: A Guide to Getting Along; Enrichment Activities: The City and the Country

Lesson Masters pages: 19-28

9. Civics and Government: Civic and Political Participation

SS.K. Demonstrate the characteristics of being a good citizen.
C.2.1

Program: Me and My World

Chapter: 3. How Do I Get Along with Others?
Lesson Guide pages: 21-32

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Explain the purpose and necessity of rules and laws at home, school, and community.

Lesson Masters pages: 19-28

Chapter: 4. How Do I Make Friends?
Lesson Guide pages: 33-44

Student Edition pages: 19-24

Overhead Transparencies pages: 4A-4F

Placard pages: 4A-4G

CD : Track 3

Online Resources pages: Brain Pop Jr.:
Thanksgiving; Enrichment Activities: Friends from
Many Cultures

Lesson Masters pages: 29-38

Chapter: 5. How Do I Solve Problems with Others?
Lesson Guide pages: 45-56

Student Edition pages: 19-24

Overhead Transparencies pages: 5A-5D

Placard pages: 5A-5D

CD : Track 4

Online Resources pages: What's My Job?;
Enrichment Activities: A Good Problem Solver:
Technology

Lesson Masters pages: 39-50

Chapter: 10. How Can I Help Take Care of the World?
Lesson Guide pages: 103-115

Student Edition pages: 59-61

Overhead Transparencies pages: 10A-10E

Placard pages: 10A-10E

Online Resources pages: Ollie Recycles; Enrichment
Activities: Ways to Go: Let's Make Good Choices!

Lesson Masters pages: 103-115

Program: Me and My World

Chapter: 4. How Do I Make Friends?
Lesson Guide pages: 33-44

Student Edition pages: 19-24

Overhead Transparencies pages: 4A-4F

Placard pages: 4A-4G

CD : Track 3

SS.K. Demonstrate that conflicts among friends can be resolved in ways
C.2.2 that are consistent with being a good citizen.

Online Resources pages: Brain Pop Jr.:
Thanksgiving; Enrichment Activities: Friends from
Many Cultures

Lesson Masters pages: 29-38

Chapter: 5. How Do I Solve Problems with Others?
Lesson Guide pages: 45-56

Student Edition pages: 19-24

Overhead Transparencies pages: 5A-5D

Placard pages: 5A-5D

CD : Track 4

Online Resources pages: What's My Job?;
Enrichment Activities: A Good Problem Solver:
Technology

Lesson Masters pages: 39-50

Program: Me and My World

Chapter: 6. How Can I Be a Good Helper at School?
Lesson Guide pages: 57-68

Student Edition pages: 31-36

Overhead Transparencies pages: 6A-6D

Placard pages: 6A-6D

CD : Track 5

Online Resources pages: Sesame Street: People and
Places; Enrichment Activities: Helpers of All Ages

Lesson Masters pages: 51-66

SS.K. Describe fair ways for groups to make decisions.
C.2.3



Brings Learning Alive!

Florida - First Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

Florida Standards for History / Social Studies, First Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.1. Develop an understanding of a primary source. A.1.1	Program: My School and Family Chapter: All Student Edition pages: 162-167 Chapter: 7. What Was School Like Long Ago? Student Edition pages: 66-68 Chapter: 8. What Groups Do We Belong To? Placard pages: 8I-8J Chapter: 12. How Do Families Change? Student Edition pages: 123-125
SS.1. Understand how to use the media center/other sources to find A.1.2 answers to questions about a historical topic.	Program: My School and Family Chapter: All This standard correlates to all components.
2. American History: Historical Knowledge	
SS.1. Understand history tells the story of people and events of other times A.2.1 and places.	Program: My School and Family Chapter: 7. What Was School Like Long Ago? Lesson Guide pages: 87-99 Student Edition pages: 64-73 Interactive Student Notebook pages: 47-52 Overhead Transparencies pages: 7A-7I Online Resources pages: thinkquest.org: Life in the 1700s, thinkquest.org: Travel the Globe; Enrichment Readings: An Old Church, The 100th Day, The Erie Canal Lesson Masters pages: 51-52
SS.1. Compare life now with life in the past. A.2.2	Program: My School and Family Chapter: 7. What Was School Like Long Ago? Lesson Guide pages: 87-99 Student Edition pages: 64-73 Interactive Student Notebook pages: 47-52 Overhead Transparencies pages: 7A-7I Online Resources pages: thinkquest.org: Life in the 1700s, thinkquest.org: Travel the Globe; Enrichment Readings: An Old Church, The 100th Day, The Erie Canal Lesson Masters pages: 51-52

Florida Standards for History / Social Studies, First Grade**Where Standards Are Addressed**

SS.1. Identify celebrations and national holidays as a way of remembering
A.2.3 and honoring the heroism and achievements of the people, events,
and our nation's ethnic heritage.

Program: My School and Family

Chapter: All
Student Edition pages: 149-163

SS.1. Identify people from the past who have shown character ideals and
A.2.4 principles including honesty, courage, and responsibility.

Program: My School and Family

Chapter: All
Student Edition pages: 149-163

Chapter: 4. Who Helps Us at School?
Student Edition pages: 38-41

Chapter: 5. How Are We Good Helpers at School?
Student Edition pages: 48-51

Chapter: 7. What Was School Like Long Ago?
Student Edition pages: 70-73

Chapter: 12. How Do Families Change?
Student Edition pages: 122-125

SS.1. Distinguish between historical fact and fiction using various
A.2.5 materials.

3. American History: Chronological Thinking

SS.1. Use terms related to time to sequentially order events that have
A.3.1 occurred in school, home, or community.

Program: My School and Family

Chapter: All
Toolkit pages: Solutions for Effective Instruction: page
55

Chapter: 7. What Was School Like Long Ago?
Lesson Guide pages: 87-99

Student Edition pages: 64-73

Interactive Student Notebook pages: 47-52

Overhead Transparencies pages: 7A-7I

Online Resources pages: thinkquest.org: Life in the
1700s, thinkquest.org: Travel the Globe; Enrichment
Readings: An Old Church, The 100th Day, The Erie
Canal

Lesson Masters pages: 51-52

SS.1. Create a timeline based on the student's life or school events, using
A.3.2 primary sources.

Program: My School and Family

Chapter: All
Toolkit pages: Solutions for Effective Instruction: page
55

4. Geography: The World in Spatial Terms

Florida Standards for History / Social Studies, First Grade

Where Standards Are Addressed

SS.1. Use physical and political/cultural maps to locate places in Florida.
G.1.1

Program: My School and Family

Chapter: All

Student Edition pages: 164-165

Deskmap (if applicable) pages: Interactive Desk Map

SS.1. Identify key elements (compass rose, cardinal directions, title,
G.1.2 key/legend with symbols) of maps and globes.

Program: My School and Family

Chapter: All

Student Edition pages: 164-165

Deskmap (if applicable) pages: Interactive Desk Map

Chapter: 6. What Is a Map?

Lesson Guide pages: 73-86

Student Edition pages: 52-63

Interactive Student Notebook pages: 39-45

Overhead Transparencies pages: 6A-6C

Placard pages: 6A-6H

Online Resources pages: USGS: Map Adventures;
Enrichment Readings: Where on Earth Are We?

Lesson Masters pages: 47-50

SS.1. Construct a basic map using key elements including cardinal
G.1.3 directions and map symbols.

Program: My School and Family

Chapter: 6. What Is a Map?

Lesson Guide pages: 73-86

Student Edition pages: 52-63

Interactive Student Notebook pages: 39-45

Overhead Transparencies pages: 6A-6C

Placard pages: 6A-6H

Online Resources pages: USGS: Map Adventures;
Enrichment Readings: Where on Earth Are We?

Lesson Masters pages: 47-50

SS.1. Identify a variety of physical features using a map and globe.
G.1.4

Program: My School and Family

Chapter: 6. What Is a Map?

Student Edition pages: 62

SS.1. Locate on maps and globes the student's local community, Florida,
G.1.5 the Atlantic Ocean, and the Gulf of Mexico.

Program: My School and Family

Chapter: All

Student Edition pages: 164-165

Deskmap (if applicable) pages: Interactive Desk Map

		Chapter: 6. What Is a Map? Lesson Guide pages: 73-86
		Online Resources pages: USGS: Map Adventures; Enrichment Readings: Where on Earth Are We?
SS.1. Describe how location, weather, and physical environment affect the way people live in our community. G.1.6		
5. Economics: Beginning Economics		
SS.1. Recognize that money is a method of exchanging goods and services. E.1.1		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
SS.1. Define opportunity cost as giving up one thing for another. E.1.2		Program: My School and Family
		Chapter: 8. What Groups Do We Belong To? Online Resources pages: Enrichment Readings: The Wombat's Gift,
SS.1. Distinguish between examples of goods and services. E.1.3		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
		Chapter: 14. What Do Good Neighbors Do? Online Resources pages: Enrichment Readings: Making a Trade
SS.1. Distinguish people as buyers, sellers, and producers of goods and services. E.1.4		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
SS.1. Recognize the importance of saving money for future purchases. E.1.5		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Student Edition pages: 18-21
SS.1. Identify that people need to make choices because of scarce resources. E.1.6		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Student Edition pages: 18-21
6. Civics and Government: Foundations of Government, Law, and the American Political System		
SS.1. Explain the purpose of rules and laws in the school and community. C.1.1		Program: My School and Family
		Chapter: 3. Why Do Schools Have Rules? Lesson Guide pages: 27-41
		Student Edition pages: 22-31
		Interactive Student Notebook pages: 15-23

	Overhead Transparencies pages: 3A-3B
	Online Resources pages: School Bus and School Zone Safety Kids Page; Enrichment Readings: He's in Charge, Meet Mayor Lee
	Lesson Masters pages: 13-14
SS.1. Give examples of people who have the power and authority to make C.1.2 and enforce rules and laws in the school and community.	Program: My School and Family Chapter: 4. Who Helps Us at School? Lesson Guide pages: 43-57 Student Edition pages: 32-41 Interactive Student Notebook pages: 25-30 Overhead Transparencies pages: 4A-4F CD : Tracks 3-6 Online Resources pages: Ben's Guide to U.S. Government for Kids: Your Neighborhood; Enrichment Readings: A Job Well Done, About Texas Lesson Masters pages: 15-36
SS.1. Give examples of the use of power without authority in the school C.1.3 and community.	Program: My School and Family Chapter: 3. Why Do Schools Have Rules? Student Edition pages: 28-31

7. Civics and Government: Civic and Political Participation

SS.1. Explain the rights and responsibilities students have in the school C.2.1 community.	Program: My School and Family Chapter: 3. Why Do Schools Have Rules? Lesson Guide pages: 27-41 Student Edition pages: 22-31 Interactive Student Notebook pages: 15-23 Overhead Transparencies pages: 3A-3B Online Resources pages: School Bus and School Zone Safety Kids Page; Enrichment Readings: He's in Charge, Meet Mayor Lee Lesson Masters pages: 13-14 Chapter: 5. How Are We Good Helpers at School? Lesson Guide pages: 59-72 Student Edition pages: 42-51 Interactive Student Notebook pages: 31-38
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SS.1. Describe the characteristics of responsible citizenship in the school
C.2.2 community.

Overhead Transparencies pages: 5A-5B

CD : Track 7

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

Program: My School and Family

Chapter: 5. How Are We Good Helpers at School?
Lesson Guide pages: 59-72

Student Edition pages: 42-51

Interactive Student Notebook pages: 31-38

Overhead Transparencies pages: 5A-5B

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

Program: My School and Family

Chapter: 1. How Do We Get Along in School?
Lesson Guide pages: 1-11

Student Edition pages: 2-11

Interactive Student Notebook pages: 1-5

Overhead Transparencies pages: 1A-1B

CD : Track 1

Online Resources pages: Out of a Limb: A Guide to
Getting Along; Enrichment Readings: Voting Day

Lesson Masters pages: 1-4

Chapter: 2. Why Is It Important to Learn from Each
Other?
Lesson Guide pages: 13-25

Student Edition pages: 12-21

Interactive Student Notebook pages: 7-13

Overhead Transparencies pages: 2A-2C

CD : Track 2

SS.1. Identify ways students can participate in the betterment of their
C.2.3 school and community.

Online Resources pages: PBS Kids: Betsy's Kindergarten Adventures; Enrichment Readings: Not Enough Money

Lesson Masters pages: 5-11

Chapter: 3. Why Do Schools Have Rules?
Lesson Guide pages: 27-41

Student Edition pages: 22-31

Interactive Student Notebook pages: 15-23

Overhead Transparencies pages: 3A-3B

Online Resources pages: School Bus and School Zone Safety Kids Page; Enrichment Readings: He's in Charge, Meet Mayor Lee

Lesson Masters pages: 13-14

Chapter: 5. How Are We Good Helpers at School?
Lesson Guide pages: 59-72

Student Edition pages: 42-51

Interactive Student Notebook pages: 31-38

Overhead Transparencies pages: 5A-5B

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

8. Civics and Government: Structure and Functions of Government

SS.1. Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
C.3.1

Program: My School and Family

Chapter: 1. How Do We Get Along in School?
Lesson Guide pages: 1-11

Student Edition pages: 2-11

Interactive Student Notebook pages: 1-5

Overhead Transparencies pages: 1A-1B

CD : Track 1

Online Resources pages: Out of a Limb: A Guide to Getting Along; Enrichment Readings: Voting Day

Lesson Masters pages: 1-4

Florida Standards for History / Social Studies, First Grade**Where Standards Are Addressed**

SS.1. Recognize symbols and individuals that represent American
C.3.2 constitutional democracy.

Program: My School and Family

Chapter: All

Student Edition pages: 149-163

Chapter: 4. Who Helps Us at School?

Student Edition pages: 38-41



Brings Learning Alive!

Florida - Second Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

1. American History: Historical Inquiry and Analysis

SS.2. Examine primary and secondary sources.
A.1.1

Program: My Community

Chapter: All
Student Edition pages: 174-181

Chapter: 5. How Do People Use Our Environment?
Student Edition pages: 60-61

Chapter: 10. How Did One Community Change?
Lesson Guide pages: 119-135

Student Edition pages: 107-118

Interactive Student Notebook pages: 59-69

Overhead Transparencies pages: 10A-10I

Placard pages: 10A-10D

CD : Tracks 4-7

Online Resources pages: Sf.gov: San Francisco Historical Information, The Virtual Museum of the City of San Francisco; Enrichment Readings: Now and Then, Time for the Fair

Lesson Masters pages: 67-76

Chapter: 11. How Can One Person Make a Difference in a Community?
Lesson Guide pages: 137-146

Student Edition pages: 119-128

Interactive Student Notebook pages: 71-74

Overhead Transparencies pages: 11A-11E

Online Resources pages: America's Library: Activists and Reformers, The My Hero Project; Enrichment Readings: Who Makes a Difference in Your Community

Lesson Masters pages: 77-78

Chapter: 13. What Does a Good Citizen Do?
Student Edition pages: 145

Chapter: 14. What Do Communities Share?
Student Edition pages: 150, 157

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
SS.2. Utilize the media center, technology, or other informational sources A.1.2 to locate information that provides answers to questions about a historical topic.	Program: My Community Chapter: All This component correlates to all parts of the program.
2. American History: Historical Knowledge	
SS.2. Compare the cultures of Native American tribes from various A.2.2 geographic regions of the United States.	
SS.2. Describe the impact of immigrants on the Native Americans. A.2.3	Program: My Community Chapter: All Student Edition pages: 166-167
SS.2. Explore ways the daily life of people living in Colonial America A.2.4 changed over time.	Program: My Community Chapter: 10. How Did One Community Change? Student Edition pages: 108 Chapter: 14. What Do Communities Share? Student Edition pages: 156-159
SS.2. Identify reasons people came to the United States throughout A.2.5 history.	Program: My Community Chapter: 9. How Do Communities Change? Lesson Guide pages: 105-117 Student Edition pages: 97-106 Interactive Student Notebook pages: 53-57 Overhead Transparencies pages: 9A-9E Online Resources pages: Recycle City; Enrichment Readings: Long Ago and Today Lesson Masters pages: 57-66 Chapter: 10. How Did One Community Change? Lesson Guide pages: 119-135 Student Edition pages: 107-118 Interactive Student Notebook pages: 59-69 Overhead Transparencies pages: 10A-10I Placard pages: 10A-10D CD : Tracks 4-7 Online Resources pages: Sf.gov: San Francisco Historical Information, The Virtual Museum of the City of San Francisco; Enrichment Readings: Now and Then, Time for the Fair Lesson Masters pages: 67-76

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
SS.2. Discuss the importance of Ellis Island and the Statue of Liberty to A.2.6 immigration from 1892 - 1954.	Program: My Community Chapter: All Student Edition pages: 164
SS.2. Discuss why immigration continues today. A.2.7	Program: My Community Chapter: 9. How Do Communities Change? Student Edition pages: 102-105
SS.2. Explain the cultural influences and contributions of immigrants today. A.2.8	Program: My Community Chapter: All Student Edition pages: 173-174
3. American History: Chronological Thinking	
SS.2. Identify terms and designations of time sequence. A.3.1	Program: My Community Chapter: All Student Edition pages: 192
	Chapter: 10. How Did One Community Change? Student Edition pages: 112-113
4. Geography: The World in Spatial Terms	
SS.2. Use different types of maps (political, physical, and thematic) to G.1.1 identify map elements.	Program: My Community Chapter: All Student Edition pages: 150, 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17 Overhead Transparencies pages: 3A-3B Placard pages: 3A-3I Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps Lesson Masters pages: 11-15 Chapter: 4. What Is Geography? Student Edition pages: 42, 46 Chapter: 5. How Do People Use Our Environment? Student Edition pages: 59

	Chapter: 6. How Are Goods Made and Brought to Us? Student Edition pages: 72
	Chapter: 9. How Do Communities Change? Student Edition pages: 104
SS.2. Using maps and globes, locate the student's hometown, Florida, and G.1.2 North America, and locate the state capital and the national capital.	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps
SS.2. Label on a map or globe the continents, oceans, Equator, Prime G.1.3 Meridian, North and South Pole.	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17 Overhead Transparencies pages: 3A-3B Placard pages: 3A-3I Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps Lesson Masters pages: 11-15
SS.2. Use a map to locate the countries in North America (Canada, United G.1.4 States, Mexico, and the Caribbean Islands).	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17

Overhead Transparencies pages: 3A-3B

Placard pages: 3A-3I

Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps

Lesson Masters pages: 11-15

5. Economics: Beginning Economics

SS.2. Recognize that people make choices because of limited resources.
E.1.1

Program: My Community

Chapter: 8. How Can I Be a Good Shopper?
Lesson Guide pages: 93-103

Student Edition pages: 87-96

Interactive Student Notebook pages: 47-51

Overhead Transparencies pages: 8A-8B

CD : Track 3

Online Resources pages: Big Money Adventure, It's My Life: Mad Money; Enrichment Readings: Busy at the Bank, Sour Lemons, What Can We Buy Today?

Lesson Masters pages: 45-55

SS.2. Recognize that people supply goods and services based on
E.1.2 consumer demands.

Program: My Community

Chapter: 6. How Are Goods Made and Brought to Us?
Lesson Guide pages: 67-81

Student Edition pages: 63-76

Interactive Student Notebook pages: 33-41

Overhead Transparencies pages: 6A-6B

Online Resources pages: Where Your Food Comes From; Enrichment Readings: Food Long Ago, Making Bikes to Make a Living

Lesson Masters pages: 31-36

Chapter: 7. Who Provides Services in a Community?
Lesson Guide pages: 83-92

Student Edition pages: 77-86

Interactive Student Notebook pages: 43-45

Overhead Transparencies pages: 7A-7C

	Online Resources pages: Ben's Guide to U.S. Government for Kids: Your Neighborhood; Enrichment Readings: Tax Time
	Lesson Masters pages: 37-43
SS.2. E.1.3 Recognize that the United States trades with other nations to exchange goods and services.	Program: My Community
	Chapter: 6. How Are Goods Made and Brought to Us? Student Edition pages: 68, 70-75
SS.2. E.1.4 Explain the personal benefits and costs involved in saving and spending.	Program: My Community
	Chapter: 8. How Can I Be a Good Shopper? Student Edition pages: 88, 92-95
6. Civics and Government: Foundations of Government, Law, and the American Political System	
SS.2. C.1.1 Explain why people form governments.	Program: My Community
	Chapter: 12. How Do Leaders Help Their Communities? Lesson Guide pages: 147-158
	Student Edition pages: 129-138
	Interactive Student Notebook pages: 75-79
	Overhead Transparencies pages: 12A-12C
	Online Resources pages: Ben's Guide to U.S. Government for Kids; Enrichment Readings: Honoring Our Presidents, Leaders Help Us Live and Work Together
	Lesson Masters pages: 79-93
SS.2. C.1.2 Explain the consequences of an absence of rules and laws.	Program: My Community
	Chapter: 12. How Do Leaders Help Their Communities? Lesson Guide pages: 147-158
	Student Edition pages: 129-138
	Interactive Student Notebook pages: 75-79
	Overhead Transparencies pages: 12A-12C
	Online Resources pages: Ben's Guide to U.S. Government for Kids; Enrichment Readings: Honoring Our Presidents, Leaders Help Us Live and Work Together
	Lesson Masters pages: 79-93
	Chapter: 13. What Does a Good Citizen Do? Lesson Guide pages: 159-169
	Student Edition pages: 139-148

Interactive Student Notebook pages: 81-84

Overhead Transparencies pages: 13A-13B

CD : Track 8

Online Resources pages: PBS kids: Zoom Into Action;
Enrichment Readings: Good Citizens Take Care of
the Flag, Play by the Rules, Taxes Help Our Country

Lesson Masters pages: 95-100

7. Civics and Government: Civic and Political Participation

SS.2. Identify what it means to be a United States citizen either by birth or
C.2.1 by naturalization.

Program: My Community

Chapter: All
Student Edition pages: 182

Chapter: 13. What Does a Good Citizen Do?
Lesson Guide pages: 159-169

Student Edition pages: 139-148

Interactive Student Notebook pages: 81-84

Overhead Transparencies pages: 13A-13B

CD : Track 8

Online Resources pages: PBS kids: Zoom Into Action;
Enrichment Readings: Good Citizens Take Care of
the Flag, Play by the Rules, Taxes Help Our Country

Lesson Masters pages: 95-100

SS.2. Define and apply the characteristics of responsible citizenship.
C.2.2

Program: My Community

Chapter: 13. What Does a Good Citizen Do?
Lesson Guide pages: 159-169

Student Edition pages: 139-148

Interactive Student Notebook pages: 81-84

Overhead Transparencies pages: 13A-13B

CD : Track 8

Online Resources pages: PBS kids: Zoom Into Action;
Enrichment Readings: Good Citizens Take Care of
the Flag, Play by the Rules, Taxes Help Our Country

Lesson Masters pages: 95-100

Florida Standards for History / Social Studies, Second Grade**Where Standards Are Addressed**

SS.2. Explain why United States citizens have guaranteed rights and
C.2.3 identify rights.

Program: My Community

Chapter: 7. Who Provides Services in a Community?
Online Resources pages: Ben's Guide to U.S.
Government for Kids: Your Neighborhood

SS.2. Identify ways citizens can make a positive contribution in their
C.2.4 community.

Program: My Community

Chapter: 13. What Does a Good Citizen Do?
Lesson Guide pages: 159-169

Student Edition pages: 139-148

Interactive Student Notebook pages: 81-84

Overhead Transparencies pages: 13A-13B

CD : Track 8

Online Resources pages: PBS kids: Zoom Into Action;
Enrichment Readings: Good Citizens Take Care of
the Flag, Play by the Rules, Taxes Help Our Country

Lesson Masters pages: 95-100

SS.2. Evaluate the contributions of various African Americans, Hispanics,
C.2.5 Native Americans, veterans, and women.

Program: My Community

Chapter: 5. How Do People Use Our Environment?
Student Edition pages: 58-61

Chapter: 11. How Can One Person Make a Difference
in a Community?
Lesson Guide pages: 137-146

Student Edition pages: 19-128

Interactive Student Notebook pages: 71-74

Overhead Transparencies pages: 11A-11E

Online Resources pages: America's Library: Activists
and Reformers, The My Hero Project; Enrichment
Readings: Who Makes a Difference in Your
Community

Lesson Masters pages: 77-78

8. Civics and Government: Structure and Functions of Government

SS.2. Identify the Constitution as the document which establishes the
C.3.1 structure, function, powers, and limits of American government.

Program: My Community

Chapter: 12. How Do Leaders Help Their
Communities?
Online Resources pages: Ben's Guide to U.S.
Government for Kids

SS.2. Recognize symbols, individuals, events, and documents that
C.3.2 represent the United States.

Program: My Community

Chapter: All
Student Edition pages: 162-173



Brings Learning Alive!

Florida - Third Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.3. Analyze primary and secondary sources. A.1.1	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
SS.3. Utilize technology resources to gather information from primary and secondary sources. A.1.2	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
SS.3. Define terms related to the social sciences. A.1.3	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
2. Geography: The World in Spatial Terms	
SS.3. Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. G.1.1	Program: Our Community and Beyond Chapter: All Student Edition pages: 228-235 Deskmap (if applicable) pages: Interactive Desk Map Chapter: 1. Where in the World Is Our Community? Student Edition pages: 5, 6, 9-16 Chapter: 4. How Do People Become Part of Our Country? Student Edition pages: 52 Chapter: 5. What Makes Our Community Diverse? Student Edition pages: 69-70, 72 Chapter: 7. How Are People Around the World Alike and Different? Student Edition pages: 103 Chapter: 8. How Does Our Economy Work? Student Edition pages: 119 Chapter: 9. How Does Global Trade Affect Our Community? Student Edition pages: 132
SS.3. Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols). G.1.2	Program: Our Community and Beyond Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17 Student Edition pages: 3-16 Interactive Student Notebook pages: 1-12 Overhead Transparencies pages: 1A-1J

SS.3. Label the continents and oceans on a world map.
G.1.3

CD : Tracks 1-8

Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers

Lesson Masters pages: 1-4

Program: Our Community and Beyond

Chapter: All

Student Edition pages: 228-235

Chapter: 1. Where in the World Is Our Community?
Lesson Guide pages: 1-17

Student Edition pages: 3-16

Interactive Student Notebook pages: 1-12

Overhead Transparencies pages: 1A-1J

CD : Tracks 1-8

Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers

Lesson Masters pages: 1-4

SS.3. Name and identify the purpose of maps (physical, political, elevation,
G.1.4 population).

Program: Our Community and Beyond

Chapter: 1. Where in the World Is Our Community?
Lesson Guide pages: 1-17

Student Edition pages: 3-16

Interactive Student Notebook pages: 1-12

Overhead Transparencies pages: 1A-1J

CD : Tracks 1-8

Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers

Lesson Masters pages: 1-4

SS.3. Compare maps and globes to develop an understanding of the
G.1.5 concept of distortion.

Florida Standards for History / Social Studies, Third Grade**Where Standards Are Addressed**

SS.3. Use maps to identify different types of scale to measure distances
G.1.6 between two places.

Program: Our Community and Beyond

Chapter: 1. Where in the World Is Our Community?
Online Resources pages: MSN Encarta: Map of the World

Chapter: 2. Where in the United States Is Our Community?
Lesson Guide pages: 19-30

Lesson Masters pages: 5-17

3. Geography: Places and Regions

SS.3. Label the countries and commonwealths in North America (Canada,
G.2.1 United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

Program: Our Community and Beyond

Chapter: All
Student Edition pages: 228-235

SS.3. Identify the five regions of the United States.
G.2.2

Program: Our Community and Beyond

Chapter: 1. Where in the World Is Our Community?
Lesson Guide pages: 1-17

Student Edition pages: 3-16

Interactive Student Notebook pages: 1-12

Overhead Transparencies pages: 1A-1J

CD : Tracks 1-8

Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers

Lesson Masters pages: 1-4

SS.3. Label the states in each of the five regions of the United States.
G.2.3

Program: Our Community and Beyond

Chapter: 2. Where in the United States Is Our Community?
Lesson Guide pages: 19-30

Student Edition pages: 17-28

Interactive Student Notebook pages: 13-27

Overhead Transparencies pages: 2A-2D

Placard pages: 2A-2D

CD : Track 9

Online Resources pages: Internet Public Library: Stately Knowledge, U.S. Census Bureau: Facts for Features: The Fourth of July, Wikipedia: National Historic Landmarks, Wikipedia: National Monuments; Enrichment Readings: Tall Tales, Words of Freedom

<p>SS.3. Describe the physical features of the United States, Canada, Mexico, and the Caribbean. G.2.4</p>	<p>Lesson Masters pages: 5-8 Program: Our Community and Beyond Chapter: 3. What Is the Geography of Our Community? Lesson Guide pages: 31-41 Student Edition pages: 27-44 Interactive Student Notebook pages: 29-32 Overhead Transparencies pages: 3A-3C Online Resources pages: Enchanted Learning: World Geography, MBGnet: What's It Like Where You Live?, Mapmaker, Mapmaker, Make Me a Map; Enrichment Readings: A Tale of Two Cities</p>
<p>SS.3. Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. G.2.5</p>	<p>Lesson Masters pages: 9-18 Program: Our Community and Beyond Chapter: 2. Where in the United States Is Our Community? Lesson Guide pages: 19-30 Student Edition pages: 17-28 Interactive Student Notebook pages: 13-27 Overhead Transparencies pages: 2A-2D Placard pages: 2A-2D CD : Track 9 Online Resources pages: Internet Public Library: Stately Knowledge, U.S. Census Bureau: Facts for Features: The Fourth of July, Wikipedia: National Historic Landmarks, Wikipedia: National Monuments; Enrichment Readings: Tall Tales, Words of Freedom</p>
<p>SS.3. Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. G.2.6</p>	<p>Lesson Masters pages: 5-8 Program: Our Community and Beyond Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17 Lesson Masters pages: 1-4 Chapter: 2. Where in the United States Is Our Community? Lesson Guide pages: 19-30 Lesson Masters pages: 5-8</p>

4. Geography: Physical Systems

Florida Standards for History / Social Studies, Third Grade**Where Standards Are Addressed**

SS.3. Describe the climate and vegetation in the United States, Canada,
G.3.1 Mexico, and the Caribbean.

Program: Our Community and Beyond

Chapter: 3. What Is the Geography of Our
Community?

Lesson Guide pages: 31-41

Student Edition pages: 29-44

Interactive Student Notebook pages: 29-32

Overhead Transparencies pages: 3A-3C

Online Resources pages: Enchanted Learning: World
Geography, MBGnet: What's It Like Where You Live?,
Mapmaker, Mapmaker, Make Me a Map; Enrichment
Readings: A Tale of Two Cities

Lesson Masters pages: 9-18

Chapter: 13. Whose Planet Is It, Anyway?

Lesson Guide pages: 177-188

Student Edition pages: 185-202

Interactive Student Notebook pages: 115-125

Overhead Transparencies pages: 13A-13E

CD : Tracks 21-22

Online Resources pages: City of Oceanside Clean
Water Program, Environmental Kids Club,
ThinkQuest: Oil Spills; Enrichment Readings: Saving
Our Earth, Spaceship Earth

Lesson Masters pages: 87-90

SS.3. Describe the natural resources in the United States, Canada,
G.3.2 Mexico, and the Caribbean.

Program: Our Community and Beyond

Chapter: 13. Whose Planet Is It, Anyway?

Lesson Guide pages: 177-178

Student Edition pages: 185-202

Interactive Student Notebook pages: 115-125

Overhead Transparencies pages: 13A-13E

CD : Tracks 21-22

Online Resources pages: City of Oceanside Clean
Water Program, Environmental Kids Club,
ThinkQuest: Oil Spills; Enrichment Readings: Saving
Our Earth, Spaceship Earth

Lesson Masters pages: 87-90

Chapter: 14. How Can We Help the Global Community?

Lesson Guide pages: 189-202

Student Edition pages: 203-215

Interactive Student Notebook pages: 127-135

Overhead Transparencies pages: 14A-14D

Online Resources pages: Clean Sweep USA, Just for Kids: Recycling; Enrichment Readings: A Handshake Between Countries, When Cultures Meet: A Visit to Vancouver

Lesson Masters pages: 91-102

5. Geography: Human Systems

SS.3. Explain how the environment influences settlement patterns in the
G.4.1 United States, Canada, Mexico, and the Caribbean.

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?

Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

Chapter: 6. How Do People Improve Their Communities?

Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?

Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

Chapter: 9. How Does Global Trade Affect Our Community?

Lesson Guide pages: 109-122

Student Edition pages: 123-136

Interactive Student Notebook pages: 75-83

Overhead Transparencies pages: 9A-9C

Online Resources pages: KIDS.NET.AU: Dictionary

Lesson Masters pages: 49-53

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?

Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Placard pages: 4

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

SS.3. Identify the cultures that have settled the United States, Canada, G.4.2 Mexico, and the Caribbean.

Chapter: 6. How Do People Improve Their Communities?

Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?

Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

SS.3. Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
G.4.3

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?

Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Placard pages: 4

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

Chapter: 6. How Do People Improve Their Communities?

Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?

Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

SS.3. Identify contributions from various ethnic groups to the United States. Program: Our Community and Beyond
G.4.4

Chapter: 5. What Makes Our Community Diverse?
Lesson Guide pages: 57-67

Student Edition pages: 59-74

Interactive Student Notebook pages: 43-50

Overhead Transparencies pages: 5A-5B

CD : Track 10

Online Resources pages: About the Lenapes, Wikipedia: Lists of English Words of Foreign Origin, Wishtoyo Foundation; Enrichment Readings: American Indians Today, Los Angeles: The Making of a Super-City, Part One, Los Angeles: The Making of a Super-City, Part Two

Lesson Masters pages: 23-25

Chapter: 6. How Do People Improve Their Communities?
Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?
Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

6. Economics: Beginning Economics

SS.3. Give examples of how scarcity results in trade.
E.1.1

Program: Our Community and Beyond

Chapter: 8. How Does Our Economy Work?
Lesson Guide pages: 95-107

Student Edition pages: 109-122

Interactive Student Notebook pages: 67-73

	Overhead Transparencies pages: 8A-8D
	CD : Tracks 12-13
	Online Resources pages: BrainPOP!, RealTrees4Kids.org, United States Postal Service: Photo Galleries; Enrichment Readings: All About Money, Auburn, California: Then and Now, Yogi's Yogurt
	Lesson Masters pages: 37-39
	Chapter: 9. How Does Global Trade Affect Our Community? Lesson Guide pages: 109-122
	Student Edition pages: 123-136
	Interactive Student Notebook pages: 75-83
	Overhead Transparencies pages: 9A-9C
	Online Resources pages: KIDS.NET.AU: Dictionary
	Lesson Masters pages: 49-53
SS.3. List the characteristics of money. E.1.2	Program: Our Community and Beyond
	Chapter: 8. How Does Our Economy Work? Student Edition pages: 110-111
SS.3. Recognize that buyers and sellers interact to exchange goods and E.1.3 services through the use of trade or money.	Program: Our Community and Beyond
	Chapter: 8. How Does Our Economy Work? Lesson Guide pages: 95-107
	Student Edition pages: 109-122
	Interactive Student Notebook pages: 67-73
	Overhead Transparencies pages: 8A-8D
	CD : Tracks 12-13
	Online Resources pages: BrainPOP!, RealTrees4Kids.org, United States Postal Service: Photo Galleries; Enrichment Readings: All About Money, Auburn, California: Then and Now, Yogi's Yogurt
	Lesson Masters pages: 37-39
	Chapter: 9. How Does Global Trade Affect Our Community? Lesson Guide pages: 109-122

	Student Edition pages: 123-136
	Interactive Student Notebook pages: 75-83
	Overhead Transparencies pages: 9A-9C
	Online Resources pages: KIDS.NET.AU: Dictionary
	Lesson Masters pages: 49-53
SS.3. Distinguish between currencies used in the United States, Canada, E.1.4 Mexico, and the Caribbean.	Program: Our Community and Beyond Chapter: 8. How Does Our Economy Work? Online Resources pages: Enrichment Readings: All About Money
7. Civics and Government: Foundations of Government, Law, and the American Political System	
SS.3. Explain the purpose and need for government. C.1.1	Program: Our Community and Beyond Chapter: 10. What Are the Public Services in Our Community? Lesson Guide pages: 123-135 Student Edition pages: 137-154 Interactive Student Notebook pages: 85-94 Overhead Transparencies pages: 10A-10B CD : Tracks 14-19 Online Resources pages: Ben's Guide to U.S. Government: Your Neighborhood and Beyond Lesson Masters pages: 55-64 Chapter: 11. Who Works at City Hall? Lesson Guide pages: 137-156 Student Edition pages: 155-170 Interactive Student Notebook pages: 95-106 Overhead Transparencies pages: 11A-11B Placard pages: 11A-11I CD : Track 20 Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community Lesson Masters pages: 65-81

SS.3. Describe how government gains its power from the people.
C.1.2

Chapter: 12. How Do We Have a Voice in Our Community?
Lesson Guide pages: 159-174

Student Edition pages: 171-184

Interactive Student Notebook pages: 107-113

Overhead Transparencies pages: 12A-12I

Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People

Lesson Masters pages: 83-86

Program: Our Community and Beyond

Chapter: 12. How Do We Have a Voice in Our Community?
Lesson Guide pages: 159-174

Student Edition pages: 171-184

Interactive Student Notebook pages: 107-113

Overhead Transparencies pages: 12A-12I

Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People

Lesson Masters pages: 83-86

Program: Our Community and Beyond

SS.3. Explain how government was established through a written
C.1.3 Constitution.

Chapter: All
Student Edition pages: 218

Chapter: 11. Who Works at City Hall?
Student Edition pages: 168-169

8. Civics and Government: Civic and Political Participation

SS.3. Identify group and individual actions of citizens that demonstrate
C.2.1 civility, cooperation, volunteerism, and other civic virtues.

Program: Our Community and Beyond

Chapter: 6. How Do People Improve Their Communities?
Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 10. What Are the Public Services in Our Community?

Lesson Guide pages: 123-135

Student Edition pages: 137-154

Interactive Student Notebook pages: 85-94

Overhead Transparencies pages: 10A-10B

CD : Tracks 14-19

Online Resources pages: Ben's Guide to U.S. Government: Your Neighborhood and Beyond

Lesson Masters pages: 55-64

Chapter: 11. Who Works at City Hall?

Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

Chapter: 12. How Do We Have a Voice in Our Community?

Lesson Guide pages: 159-174

Student Edition pages: 171-184

Interactive Student Notebook pages: 107-113

Overhead Transparencies pages: 12A-12I

Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People

Lesson Masters pages: 83-86

Chapter: 13. Whose Planet Is It, Anyway?
Lesson Guide pages: 177-188

Student Edition pages: 185-202

Interactive Student Notebook pages: 115-125

Overhead Transparencies pages: 13A-13E

CD : Tracks 21-22

Online Resources pages: City of Oceanside Clean Water Program, Environmental Kids Club, ThinkQuest: Oil Spills; Enrichment Readings: Saving Our Earth, Spaceship Earth

Lesson Masters pages: 87-90

9. Civics and Government: Structure and Functions of Government

SS.3. Identify the levels of government (local, state, federal).
C.3.1

Program: Our Community and Beyond

Chapter: 11. Who Works at City Hall?
Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

SS.3. Describe how government is organized at the local level.
C.3.2

Program: Our Community and Beyond

Chapter: 11. Who Works at City Hall?
Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Florida Standards for History / Social Studies, Third Grade

Where Standards Are Addressed

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

SS.3. Recognize that every state has a state constitution.
C.3.3

SS.3. Recognize that the Constitution of the United States is the supreme
C.3.4 law of the land.

Program: Our Community and Beyond

Chapter: All
Student Edition pages: 218

Chapter: 11. Who Works at City Hall?
Student Edition pages: 168-169



Brings Learning Alive!

Florida - Fourth Grade Social Studies Content Standards

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Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
American History	
SS.4. Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. A.1.1	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 2, 3
SS.4. Synthesize information related to Florida history through print and electronic media. A.1.2	Program: Regions of Our Country Chapter: All This standard correlates to all subjects.
SS.4. Compare Native American tribes in Florida. A.2.1	Program: Regions of Our Country Chapter: 1. Discovering the Social Sciences Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Identify explorers who came to Florida and the motivations for their expeditions. A.3.1	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 3, 4
SS.4. Describe causes and effects of European colonization on the Native American tribes of Florida. A.3.2	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2, 4
SS.4. Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. A.3.3	Program: Regions of Our Country Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1 Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4
SS.4. Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). A.3.4	Program: Regions of Our Country Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1

	Chapter: 10. A Big Rig Tour of the Southwest Student Edition pages: 160
SS.4. Identify the significance of Fort Mose as the first free African A.3.5 community in the United States.	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
	Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1
	Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1
	Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1
SS.4. Identify the effects of Spanish rule in Florida. A.3.6	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
SS.4. Identify nations (Spain, France, England) that controlled Florida A.3.7 before it became a United States territory.	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
SS.4. Explain how the Seminole tribe formed and the purpose for their A.3.8 migration.	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4, 5 Program: Regions of Our Country
	Chapter: 1. Discovering the Social Sciences Toolkit pages: Study Your State - Activity 1
SS.4. Explain how Florida (Adams-Onis Treaty) became a U.S. territory. A.3.9	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2, 4 Program: Regions of Our Country
SS.4. Identify the causes and effects of the Seminole Wars. A.3.1 0	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4, 5 Program: Regions of Our Country
SS.4. Explain the effects of technological advances on Florida. A.4.1	Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
	Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2
	Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
SS.4. Describe pioneer life in Florida. A.4.2	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. A.5.1	Program: Regions of Our Country Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Summarize challenges Floridians faced during Reconstruction. A.5.2	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Describe the economic development of Florida's major industries. A.6.1	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1
SS.4. Summarize contributions immigrant groups made to Florida. A.6.2	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe the contributions of significant individuals to Florida. A.6.3	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 3
SS.4. Describe effects of the Spanish American War on Florida. A.6.4	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Describe the causes and effects of the 1920's Florida land boom and bust. A.7.1	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
SS.4. Summarize challenges Floridians faced during the Great Depression. A.7.2	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Identify Florida's role in World War II. A.7.3	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Identify Florida's role in the Civil Rights Movement. A.8.1	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1,2
SS.4. Describe how and why immigration impacts Florida today. A.8.2	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe the effect of the United States space program on Florida's A.8.3 economy and growth.	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 6. A Boat and Bus Tour of the Southeast Student Edition pages: 89 Toolkit pages: Study Your State - Activity 1 Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1 Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1
SS.4. Explain how tourism affects Florida's economy and growth. A.8.4	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 7. The Effects of Geography on Life in the Southeast Toolkit pages: Study Your State - Activity 2 Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade

Where Standards Are Addressed

SS.4. A.9.1	Utilize timelines to sequence key events in Florida history.	Chapter: 12. A Van and Airplane Tour of the West Toolkit pages: Study Your State - Activity 1
		Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1
		Program: Regions of Our Country
		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2

Geography

SS.4. G.1.1	Identify physical features of Florida.	Program: Regions of Our Country
		Chapter: 2. Exploring Regions of the United States Toolkit pages: Study Your State - Activity 1
		Chapter: 6. A Boat and Bus Tour of the Southeast Student Edition pages: 88
		Chapter: 14. Researching Your State's Geography Toolkit pages: Study Your State - Activity 1
SS.4. G.1.2	Locate and label cultural features on a Florida map.	Program: Regions of Our Country
		Chapter: 2. Exploring Regions of the United States Toolkit pages: Study Your State - Activity 1
		Chapter: 10. A Big Rig Tour of the Southwest Toolkit pages: Study Your State - Activity 1
		Chapter: 14. Researching Your State's Geography Toolkit pages: Study Your State - Activity 1
SS.4. G.1.3	Explain how weather impacts Florida.	Program: Regions of Our Country
		Chapter: 7. The Effects of Geography on Life in the Southeast Toolkit pages: Study Your State - Activity 1, 2
SS.4. G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	Program: Regions of Our Country
		Chapter: All This standard applies to all correlations.

Economics

SS.4. E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.	Program: Regions of Our Country
		Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1
		Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1

		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 3
SS.4. E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1
Civics and Government		
SS.4. C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 2, 3
SS.4. C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1
SS.4. C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.	Program: Regions of Our Country Chapter: 1. Discovering the Social Sciences Student Edition pages: 6 Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 4. A Train Tour of the Northeast Student Edition pages: 60-61 Chapter: 10. A Big Rig Tour of the Southwest Student Edition pages: 161 Chapter: 17. Researching Your State's Government Student Edition pages: 261 Toolkit pages: Study Your State - Activity 1
SS.4. C.2.3	Explain the importance of public service, voting, and volunteerism.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1
SS.4. C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade**Where Standards Are Addressed**

SS.4. Distinguish between state (governor, state representative, or
C.3.2 senator) and local government (mayor, city commissioner).

Program: Regions of Our Country

Chapter: 15. Researching Your State's History
Toolkit pages: Study Your State - Activity 3

Chapter: 17. Researching Your State's Government
Lesson Guide pages: 203-211

Student Edition pages: 261-271

Overhead Transparencies pages: 17

Placard pages: 17A-17G

Online Resources pages: Ben's Guide to U.S.
Government for Kids, GovSpot, The Ladybug Story;
Enrichment Readings: Public Policy: Why, How,
Who?

Lesson Masters pages: 205-210

Toolkit pages: Study Your State - Activity 1