



# Correlation to the Florida Course Description for M/J United States History, Course Code 2100010

Houghton Mifflin Harcourt  
United States History: Beginnings to 1877  
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**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

	SUBJECT:	<u>Social Studies</u>		
	GRADE LEVEL:	<u>6-8</u>		
	COURSE TITLE:	<u>M/J United States History</u>		
	COURSE CODE:	<u>2100010</u>		
	SUBMISSION TITLE:	<u>Houghton Mifflin Harcourt United States History: Beginnings to 1877</u>		
	BID ID:	<u>3157</u>		
	PUBLISHER:	<u>Houghton Mifflin Harcourt</u>		
	PUBLISHER ID:	<u>04-1456030-01</u>		
	Key to References			
	Prefix	Explanation		
	PSE	Print Student Edition		
	OSE	Online Student Edition		
	M	Module		
	L	Lesson		
	S	Segment (block of text that ends with a Reading Check question)		
	HDSC	Historic Decisions of the Supreme Court		
	GS	Geography Spotlight		
	LA	Lesson Assessment		
	MA	Module Assessment		
	E	Enrichment activity		
	DBI	Document-Based Investigation		

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	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)</b>
	ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	This standard is addressed throughout the Teacher Guide. Please see, for example, the English Language Learners activities in M2 L2 S2; M4 L4 S1; M5 L3 S3; M6 L2 S3; M8 L2 S3; M9 L1 S1; M10 L3 S3; M11 L2 S1; M12 L2 S1; M13 L1 S1; M14 L1 S3; M15 L3 S1; M16 L1 S1; M17 L4 S1; M18 L4 S3. See also: PSE all Module Reviews and Assessments; M1 RSS; M3 RSS; M6 RSS; M6 SSS; M7 SSS; M9 SSS; M10 RSS; M12 RSS OSE Skillbuilder Handbook.
	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 the Teacher Guide. Please see, for example, the English Language Learners activities in M2 L2 S2; M4 L4 S1; M5 L3 S3; M6 L2 S3; M8 L2 S3; M9 L1 S1; M10 L3 S3; M11 L2 S1; M12 L2 S1; M13 L1 S1; M14 L1 S3; M15 L3 S1; M16 L1 S1; M17 L4 S1; M18 L4 S3. See also: PSE all Module Reviews and Assessments; M1 RSS; M3 RSS; M6 RSS; M6 SSS; M7 SSS; M9 SSS; M10 RSS; M12 RSS; M15 RSS.

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	HE.8.C.2.4	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>	OSE M16 L1 E
	LAFS.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.	<p>PSE M2 L2 S1; M2 L3 S2; M3 L2 S1; M4 L1 S2; M4 L3 S2; M4 L4 S4; M4 L5 S3; M5 L4 S2; M5 L4 S2; M7 L2 S2; M7 L3 S4; M7 L4 S2; M7 L5 S2; M8 RSS; M8 L1 S1; M8 L1 S3; M9 L1 S1; M9 L1 S2; M9 Literature in History; M10 L1 S2; M10 L2 S3; M11 L1 S2; M11 L4 S1; M15 L2 S4; M15 L3 S3; M15 Literature in History; M16 L5 S3; M16 Literature in History; M17 L1 S2; M17 L3 S3; M17 L4 S1; M17 SSS; M17 Review; M18 RSS; M18 L1 S3; M18 L3 S2; M18 L4 S2; M19 RSS; M19 L2 S1; M19 Review; OSE This standard is addressed throughout the OSE in the Historical Source and DBI features. Please see; for example: Modules 4; 11; and 15 and the Skillbuilder Handbook.</p>

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	LAFS.68.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	This standard is addressed throughout the text. Please see; for example: M2 L2 S1; M2 L3 S2; M4 L1 S2; M4 L3 S2; M4 L4 S4; M4 L5 S3; M5 L4 S2; M5 L4 S2; M6 RSS; M6 MR; M7 L2 S2; M7 L3 S4; M7 L4 S2; M7 L5 S2; M8 RSS; M8 L1 S1; M8 L1 S3; M8 Review; M9 L1 S1; M9 L1 S2; M9 Literature in History; M9 SSS; M10 L1 S2; M10 L2 S3; M11 L1 S2; M11 L4 S1; M15 L2 S4; M15 L3 S3; M15 Literature in History; M16 L5 S3; M16 Literature in History; M17 L1 S2; M17 L3 S3; M17 L4 S1; M17 SSS; M18 L1 S3; M18 L3 S2; M18 L4 S2; M19 RSS; M19 L2 S1; M19 Review; OSE This standard is addressed throughout the OSE in the Historical Source and DBI features. Please see; for example: Modules 5; 9; and 18 and the Skillsbuilder Handbook.
	LAFS.68.RH.1.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	PSE WW2; M4 L3 S4; M6 L2 S3; M6 L2 (Supreme Court Decisions); M6 L2 LA; M6 Historic Document: The Constitution of the United States (How a Bill Becomes a Law; Federal Judicial System; Amending the Consitution); M9 History and Geography; OSE M6 L2 S3
	LAFS.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies.	This standard is addressed throughout the text. Please see; for example: Lesson Assessments and Module Reviews; M1 RSS; M1 S2 LA; M3 RSS; M5 L3 LA; M6 SSS; M8 RSS; M9 RSS; M9 L1 S2; M9 Literature in History; M10 RSS; M11 MR; M12 RSS; M12 MR; M15 Literature in History; M16 Literature in History; M19 MR.

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	LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	This standard is addressed throughout the text. Please see; for example: PSE all Lesson Assessments and Module Reviews; M2 L2 LA; M3 L2 S2; M3 SSS; M5 RSS; M5 L3 LA; M5 MR; M11 L1 LA; M11 L4 LA; M11 SSS; M11 MR; M12 L2 S2; M13 RSS; M13 MR; M15 RSS; M15 MR; M15 L4 LA; M16 L1 LA; M16 L2 LA; WW1; WW3; WW4; WW5; OSE Skillbuilder Handbook WW6.	
	LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	This standard is addressed throughout the text. Please see; for example: PSE M5 L4 S2; M5 SSS; M5 MR; M6 L1 S2; M6 L1 S3; Historical Document: The Declaration of Independence; Historical Document: The Constitution of the United States; M6 SSS; M6 MR; M7 L2 S3; M7 L3 S4; M8 L1 S2; M9 RSS; M9 SSS; M9 MR; M10 L2 S2; M13 SSS; M 13 MR; M15 L2 S4; M15 L3 S3; M15 Literature in History; M16 RSS; M16 MR; M17 RSS; M17 L1 S2; M17 MR; M18 RSS; M18 MR.	
	LAFS.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	This standard is addressed throughout the text. Please see; for example: PSE M1 L2 S2; M1 SSS; M3 SSS; M3L4 S2; M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 SSS; M11 History and Geography; M12 SSS; M12 History and Geography; M12 L2 S3; M14 SSS M14 MR; M15 History and Geography; M18 L1 S1; M18 L1 S2; M18 SSS; M18 MR; WW2; HISTORY Multitmedia Connections 1–6; OSE This standard is addressed throughout the OSE in the HISTORY video features and the Multimedia Connections. See also the M6, M9, and M16 MR DBI Part 2 writing activities and the Skillbuilder Handbook (Use Visual Resources; Compare Graphs; Construct	

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LAFS.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.	PSE M4 SSS; M6 SSS; M6 MR; M7 RSS; M10 RSS; M13 SSS; M13 MR; M14 RSS; M16 RSS; M16 MR; M17 RSS; M17 SSS; M17 MR; M18 RSS; M18 MR; OSE Skillbuilder Handbook (SSS Determine the Strength of an Argument)	
LAFS.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.	PSE M17 SSS; M17 Review; OSE M14 L3 E; Skillbuilder Handbook (WW7 Analyzing a Primary Source; SSS Use Primary Sources: Oral Histories)	
LAFS.68.WHST.1.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>PSE M2 L2 LA; M5 MR; M13 L4 LA M16 MR; M18 L2 LA; WW5; OSE This standard is addressed throughout the online student edition in the MR EQ writing activities. See also the M13 and M19 MR DBI Part 2 writing activities and the Skillbuilder Handbook (WW6; WW7; SSS Make Speeches; SSS Determine the Strength of an Argument).</p>	

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	LAFS.68.WHST.1.2	Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	PSE M4 MR; WW1; WW2; WW3; WW4; WW5; OSE This standard is addressed throughout the OSE in the MR DBI Part 2 writing activities. Please see for example the M1, M4, M11, and M15 MR DBI Part 2 writing activities. See also the Skillbuilder Handbook (WW7; WW8; WW9; WW10).	



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	LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PSE This standard is addressed throughout the print edition in the Module Review Focus on Writing activities and in the Writing Workshops. Please see; for example: M1 MR; M11 MR; M15 MR; M19 Mr; WW1; WW2; WW3; WW4; WW5; OSE This standard is addressed throughout the online student edition in the MR DBI Part 2 and EQ writing activities. Please see; for example: M3 MR; M5 MR; M9 MR; M11 MR; M14 MR; M18 MR. See also the Skillbuilder Handbook (WW7; WW8; WW9; WW10).	
	LAFS.68.WHST.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	PSE WW1; WW2; WW3; WW4; WW5; OSE M14 L3 E, Skillbuilder Handbook (WW7; WW8; WW9; WW10)	
	LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	PSE M15 SSS; WW4; WW5; OSE M6 and M16 MR DBI Part 2 writing activities; Skillbuilder Handbook WW7; WW8; WW9	
	LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	PSE M2 SSS; M2 Review; M6 Celebrate Freedom Week; M6 MR; M10 SSS; M10 MR; M11 RSS; M11 MR; M15 SSS; M15 MR; WW1; WW2; WW3; WW4; WW5; OSE This standard is addressed throughout the online student edition in the MR DBI and EQ writing activities. See also M15L3 E and the Skillbuilder Handbook WW6; WW7; WW8; WW9; WW10.	

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	LAFS.68.WHST.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	M6 Celebrate Freedom Week; M6 MR; M8 RSS; M8 MR; M14 RSS. M14 MR; M15 SSS; M15 MR; M19 RSS; M19 MR; WW5; OSE This standard is addressed throughout the online student edition in the MR DBI and EQ writing activities. See also the Skillbuilder Handbook WW6; WW7.	
	LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	PSE This standard is met throughout the print edition. Please see; for example all Lesson Assessments and Module Reviews; M3 History and Geography; M6 Celebrate Freedom Week; M6 MR; M8 RSS; M8 MR; M9 L2 S2; M13 L4 Assessment; M14 RSS; M14 L1 S2; M19 RSS; M19 MR; WW1; WW2; WW3; WW4; WW5; OSE This standard is addressed throughout the online student edition in the MR DBI and EQ writing activities. See also the M15 L4 E and the Skillbuilder Handbook WW6; WW7; WW8; WW9; WW10.	
	LAFS.68.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	PSE This standard is met throughout the print edition. Please see; for example all Lesson Assessments and Module Reviews; M4 MR; M6 Celebrate Freedom Week; M6 MR; M11 MR; WW1; WW2; WW3; WW4; WW5; OSE This standard is addressed throughout the online student edition in the MR DBI and EQ writing activities. See also the M15 L3 E and the Skillbuilder Handbook WW6; WW7; WW8; WW9; WW10.	

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	LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	PSE M7 SSS; M7 MR; M8 SSS; M8 MR; WW1; WW2; WW3; WW4; WW5; OSE M16 L04 E; Skillbuilder Handbook (WW6; WW7; WW8; WW9; WW10; SSS Have a Debate).	

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	LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	PSE M1 SSS; M2 L2 S1; M2 L2 S1; M2 L3 S3; M3 History and Geography; M4 L5 S3; Historical Document: The Declaration of Independence; Historical Document: The Constitution of the United States; M6 Celebrate Freedom Week; M6 MR; M7 L2 S1; M7 L3 S4; M7 L4 S3; M8 RSS; M8 MR; M8 L1 S1; M9 L1 S2; M8 L1 S1m; M9 L2; S1; M9 L2 S2; M9 History and Geography; M10 L2 S2; M11 L3 S2; M14 SSS; M14 MR; M16 RSS; M16 MR; M19 RSS; M19 MR; WW5; OSE This standard is addressed throughout the online student edition in Module Opener HISTORY videos, all interactive maps and graphs, and DBI writing activities. See also M16 L04 E and the Skillbuilder Handbook (WW6; WW7; WW10).
	LAFS.8.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	PSE M4 L5 S3; Historical Source: The Declaration of Independence; M6 SSS; M6 MR; M7 L3 S4; M7 L5 S2; M7 MR; M9 L1 S2; M16 RSS; M16 MR; M17 L1 S2; M17 L3 S3; M17 L4 S1; OSE M15 L3 E; M16 L04 E; Skillbuilder Handbook (SSS Determine the Strength of an Argument)
	LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	PSE M4 MR; OSE M9 and M16 DBI Part 2 writing activities; Skillbuilder Handbook (SSS Make Speeches)

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	MAFS.K12.MP.1.1	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>This standard is addressed throughout the text. Please see, for example, PSE M13 RSS; M1 SSS; M2 SSS; M3 SSS; M5 RSS; M7 SSS; M8 SSS; M8 MR; M9 SSS; M10 SSS; M11 RSS; M11 L4 S2; M11 SSS; M12 SSS; M13 SSS; M14 SSS; OSE Skillbuilder Handbook (SSS Compare Graphs, SSS Construct Timelines).</p>	

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	MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions	This standard is addressed throughout the text. Please see, for example, PSE M4 RSS; M4 SSS; M5 SSS; M7 RSS; M9 RSS; M10 RSS; M11 L4 S2; M13 RSS; M13 SSS; M14 SSS; M17 SSS; OSE All MR EQ writing activities; M5 L4 S3 DBI; M6 L4 S2 DBI; M13 MR DBI Part 2 writing activity; M15 L3 E; M18 L5 E; M19 MR DBI Part 2 writing activity; Skillbuilder Handbook (RSS Recognize fallacies in Reasoning, SSS Make Speeches, SSS Determine the Strength of an Argument).	

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	MAFS.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	This standard is addressed throughout the text. Please see, for example: M2 L1 S3; M2 L3 S1; M14 L1 S2; M6 L2 S2; M6 L2 S3; M1 L2 S2; M1 L2 S2; M17 L2 S2; M19 L1 S2; M18 L4 S4; M3 SSS; M4 L4 S3; M13 L4 S3; M10 L2 S3; M7 L4 S2; M11 L4 S2; M18 L1 S3; M18 L5 S4; M17 L3 S3; PSE M1 SSS; M3 SSS; M5 RSS; M8 RSS; M11 RSS; M11 SSS; M14 RSS; M14 SSS; M15 SSS; M17 SSS; OSE M12 L3 E; Skillbuilder Handbook (Use Visual Resources, Compare Graphs, Construct Timelines).	

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MAFS.K12.MP.6.1	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>This standard is addressed throughout the text. Please see, all Lesson Assements and Module Reviews. ; PSE M3 RSS; M3 SSS; M4 SSS; M10 RSS; M11 L4 S2; M11 SSS; M12 SSS; M14 SSS; M18 RSS; WW1; WW2; WW3; WW4; WW5; OSE M9 DBI Part 2 writing activity; M16 L4 E; M16 DBI Part 2 writing activity; Skillbuilder Handbook (SSS Make Speeches, SSS Determine the Strength of an Argument).</p>	
SS.8.A.1.1	<p>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>Remarks/Examples: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/ Library_Media/pdf/12TotalFINDS.pdf</a>.</p>	<p>This standard is addressed throughout the text. Please see, for example: all Lesson Assessments and Module Reviews; M4 Historic Document: The Declaration of Independence; Historic Document: The Constitution of the United States; PSE M2 RSS; M4 RSS; M4 SSS; M5 SSS; M6 RSS; M7 RSS; M8 RSS; M8 M9 RSS; M10 RSS; M11 RSS; M13 RSS; M14 RSS; M16 RSS; M17 RSS; M18 RSS; M19 RSS; WW1; WW2; WW4; WW5; WW6; OSE all Historical Source and DBI Historical Source features; all MR DBI Part 1 and Part 2 activities; M15 L1 E; Skillbuilder Handbook.</p>	



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	SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	This standard is addressed throughout the text. Please see, for example: M2 L1 S3; M2 L3 S1; M14 L1 S2; M6 L2 S2; M6 L2 S3; M1 L2 S2; M1 L2 S2; M17 L2 S2; M19 L1 S2; M18 L4 S4; M3 SSS; M4 L4 S3; M13 L4 S3; M10 L2 S3; M7 L4 S2; M18 L1 S3; M18 L5 S4; M17 L3 S3; PSE Module opener timelines; M1 SSS; M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 History and Geography; M11 SSS; M12 History and Geography; M12 SSS; M12 SSS; M13 RSS; M14 SSS; M15 History and Geography; M15 L1 LA; M18 SSS; M18 Review; OSE Module opener timelines; Skillbuilder Handbook.
	SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.  Remarks/Examples: Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.	M6 L4 S1; M6 L4 S2; M6 L4 S3; Celebrate Freedom Week; M12 L2 S3; PSE M10 L1 S1; M13 L1 S1; OSE M1 L3 E; M4 L5 E; M18 L5 E; M19 L1 E; Epilogue; Skillbuilder Handbook.
	SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	PSE M8 RSS; M8 MR; M9 Literature and History; M9 RSS; M9 MR; M11 MR; M11 RSS; M13 SSS; M13 MR; M14 RSS; M14 MR; M15 Literature and History; M15 RSS; M15 SSS; M15 MR; M16 Literature and History; M16 RSS; M16 MR; M17 RSS; M17 MR; M18 RSS; M18 MR; OSE: M9 L3 S1; M9 L3 E; M15 L2 E; M16 L2 E.

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	SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	M2 L2 S1; M2 L3 S2; M3 L2 S1; M4 L1 S2; M4 L3 S2; M4 L4 S4; M4 L5 S3; M5 L4 S2; M5 L4 S2; M7 L2 S2; M7 L3 S4; M7 L4 S2; M7 L5 S2; M8 L1 S1; M8 L1 S3; M9 L1 S1; M9 L1 S2; M10 L1 S2; M10 L2 S3; M11 L1 S2; M11 L4 S1; M15 L2 S4; M15 L3 S3; M16 L5 S3; M M17 L1 S2; M17 L3 S3; M17 L4 S1; M18 L1 S3; M18 L3 S2; M18 L4 S2; M19 L2 S1; PSE M9 Literature and History; M15 Literature and History; M16 Literature and History; M17 SSS; M17 Review OSE This standard is addressed throughout the OSE in the Historical Source, DBI, and Enrichment features. Please see, for example: Modules 4; 5; 6; 9; 15; and 17. See also the Skillbuilder Handbook.	
	SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.  Remarks/Examples: Examples may include, but are not limited to, historiography.	PSE M4 L3 S2; M4 SSS; M5 L4 S1; M5 SSS; M7 L2 S2; M8 L1 S3; M9 RSS; M10 L2 S2; M10 L2 S2; M17 RSS; WW 4; M19 L2 S1 OSE M5 L4 S2 DBI; M6 L1 S3 DBI; M7 L2 S2 DBI; M8 L1 S2 DBI; M13 L1 S1 DBI; See also the Skillbuilder Handbook.	
	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.	M1 L1 S2; M1 L2 S1; M1 L2 S2; M2 L4 S1; M3 L4 S3; M9 L3 S1; M9 L3 S2; M9 L3 S3; M9 L3 S4; M14 L2 S1; M14 L3 S2; M15 L2 S3; M15 L4 S3; M16 L2 S1; M16 L2 S2; M16 L3 S1 PSE M9 Literature and History; M15 Literature and History; M16 Literature and History; OSE This standard is addressed throughout the OSE in the Historical Source, DBI, and Enrichment features. Please see, for example: M1 L1 DBI; M1 L1 E; M1 L2 DBI; M1 L2 E; M1 L3 DBI; M1 L4 DBI; M1 L4 E; M9 L3 S1 DBI; M15 L1 S3; M15 L1 E; M15 L2 E; M16 L2 S2 HS; M16 L2 E.	

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	SS.8.A.2.1	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples: This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>	M2 L3 S1; M2 L3 S3; M2 L4 S2; M2 L4 S3; M2 Lesson Assessments and Module Review; M3 L1 S3; M3 L3 S1; M3 L4 S4; M15 L1 S1	
	SS.8.A.2.2	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Remarks/Examples: Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>	M3 L1 S1; M3 L1 S2; M3 L1 S3; M3 L1 S4; M3 L2 S1; M3 L2 S2; M3 L2 S3; M3 L2 S4; M3 L3 S1; M3 L3 S2; M3 L3 S3; M3 L3 S4; M3 L4 S1; M3 Lesson Assessments and Module Review; PSE M3 L3 History and Geography	
	SS.8.A.2.3	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples: Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>	M3 L1 S1; M3 L1 S2; M3 L1 S3; M3 L1 S4; M3 L2 S3; M3 L2 LA; M3 L3 S1; M3 L3 S3; M3 L3 LA; M3 MR	

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	SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  Remarks/Examples: 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.	M3 L1 S1; M3 L1 S2; M3 L1 S3; M3 L2 S1; M3 L2 S2; M3 L2 S3; M3 L2 S4; M3 L3 S1; M3 L3 S2; M3 L3 S3; M3 L4 S1; M3 L4 S3; M3 L4 S4; M3 MR	
	SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.  Remarks/Examples: 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.	M1 L1 S2; M2 L3 S3; M3 L1 S1; M3 L1 S2; M3 L2 S1; M3 L2 S1; M3 L2 S2; M3 L3 S1; M3 L4 S4; M12 L3 S1; M15 L1 S1; OSE Spotlight on Florida	
	SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.  Remarks/Examples: 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.	M3 L4 S4; M3 L4 LA; M3 MR; M4 L1 S1; M4 L4 S3	

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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.	M3 L1 S1; M3 L1 S2; M3 L1 S3; M3 L1 S4; M3 L2 S1; M3 L2 S2; M3 L2 S3; M3 L2 S4; M3 L3 S1; M3 L3 S2; M3 L3 S3; M3 L3 S4; M3 L4 S3; OSE M3 L1 E; M3 L2 E; M3 L3 E; M3 L4 E; M5 L1 E	
SS.8.A.3.1	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples: 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>	M3 L4 S4; M4 L1 S1; M4 L1 S2; M4 L1 S3; M4 L1 S4; M4 L2 S1; M4 MR	
SS.8.A.3.2	<p>Explain American colonial reaction to British policy from 1763 - 1774.</p> <p>Remarks/Examples: 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>	M3 L4 S4; M4 L1 S1; M4 L1 S2; M4 L1 S3; M4 L1 S4; M4 L2 S1; M4 MR	

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	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.	M4 L1 S1; M4 L1 S2; M4 L2 S1; M4 L2 S2; M4 L2 S3; M4 L2 S4; M4 L3 S2; M4 L3 S3; M4 L4 S1; M4 L4 S2; M4 L4 S3; M4 L4 S4; M4 L5 S2; M4 Review and Assessment; M5 L1 S1; M5 L3 S1; M5 L3 S2; M5 L3 S3; M5 L3 S4; M5 L4 S1; M5 L4 S2; M5 L4 S3; M5 Review and Assessment
	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.	M4 L2 S1; M4 L2 S2; M4 L2 S3; M4 L2 S4; M4 L3 S2; M4 L4 S1; M4 L4 S2; M4 L4 S3; M4 L5 S1; M4 L5 S2; M4 L5 S3; OSE M4 L1 E; M4 L2 E
	SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.  Remarks/Examples: Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.	M4 L1 S1; M4 L1 S2; M4 L1 S3; M4 L1 S4; M4 L2 S1; M4 L2 S2; M4 L2 S3; M4 L2 S4; M4 L3 S1; M4 L3 S2; OSE M4 L1 E; M4 L2 E; M4 L3 E; M4 L4 E

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	SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.  Remarks/Examples: 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.	M4 L1 S1; M4 L1 S2; M4 L1 S3; M4 L1 S4; M4 L2 S2; M4 L2 S3; M4 L2 S4; M4 L4 S1; M4 L4 S2; M4 L4 S3; M4 L4 S4; M4 L4 S5; M4 L5 S1; M4 L5 S2; M4 L5 S3; M4 Review and Assessment
	SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.	M4 L3 S1; M4 L3 S2; M4 L3 S3; Historic Document: Declaration of Independence; Celebrate Freedom Week
	SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.  Remarks/Examples: 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.	M4 L1 S1; M4 L1 S2; M4 L1 S3; M4 L1 S4; M4 L2 S1; M4 L2 S2; M4 L2 S3; M4 L3 S1; M4 L3 S2; M4 L3 S3; M4 L4 S1; M4 L5 S3; OSE M4 L1 E; M4 L2 E; M4 L3 E; M4 L4 E

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	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.	M5 L1 S1; M5 L1 S2; M5 L2 S1; M5 L2 S2; M5 L2 S3; M5 L2 S4; M5 L3 S4; M6 L1 S4
	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).	M5 L3 S1; M5 L3 S2; M5 L3 S3; M5 L3 S4; Module 5 Review and Assessment; M6 L1 S1; M6 L1 S2; M6 L1 S3; M6 L1 S4; M6 Celebrate Freedom Week; M6 Historic Document: The Constitution of the United States; M6 L2 S1; M6 L2 S2; M6 L2 S3; M6 L2 S4
	SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.	M5 L4 S1; M5 L4 S2; M5 L4 S3; M6 L1 S5; M6 L1 S6; M6 Historic Document: The Constitution of the United States; M6 Celebrate Freedom Week; OSE M5 L4 DBI; M5 L4 E



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	SS.8.A.3.12	Examine the influences of George Washington’s presidency in the formation of the new nation.  Remarks/Examples: 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.	M7 L1 S1; M7 L1 S2; M7 L1 S3; M7 L2 S1; M7 L2 S2; M7 L2 S3; M7 L3 S1; M7 L3 S2; M7 L3 S3; M7 L3 S4; OSE M7 L3 DBI	
	SS.8.A.3.13	Explain major domestic and international economic, military, political, and sociocultural events of John Adams’s presidency.  Remarks/Examples: Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.	M7 L4 S2; M7 L4 S3; OSE M7 L4 E	

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	SS.8.A.3.14	Explain major domestic and international economic, military, political, and sociocultural events of Thomas Jefferson’s presidency.  Remarks/Examples: 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.	M7 L5 S1; M7 L5 S2; M7 L5 S3; M7 L5 S4; M8 L1 S1; M8 L1 S2; M8 L1 S3; M8 L2 S1; M8 L2 S2; M8 L2 S3; M11 L1 S2; M11 History and Geography	
	SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically underrepresented groups (children, indentured servants, Native Americans, slaves, women, working class).  Remarks/Examples: Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.	M4 L1 S1; M4 L3 S3; M4 L4 S1; M4 L4 S2; M4 L4 S5; M4 L5 S1; M4 L5 S3; M5 L2 S3; M5 L3 S1; M5 L3 S3; M6 L1 S3; M7 L1 S1; M7 L1 S3; M7 L2 S1; M7 L3 S2; M7 L3 S3; M7 L5 S3; M8 L1 S2; M11 L1 S2; M15 L1 S1; M15 L1 S2; M15 L1 S3; M15 History and Geography; M 15 L2 S1; M15 L2 S2; M15 L2 S3; M15 L2 S4; OSE M3 L4 E; M5 L4 E; M7 L1 E; M8 L1 E; M8 L2 E	

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	SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.  Remarks/Examples: Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.	M7 L30S1; M8 L3 S2; OSE M3 L4 E; Spotlight on Florida
	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-OnísAdams-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).	M8 L1 S1; M8 L1 S2; M8 L1 S3; M8 L2 S1; M8 L2 S2; M8 L2 S3; M8 L3 S1; M8 L3 S2; M9 L1 S2; M9 L2 S2; M10 L3 S1; M10 L3 S2; M11 L1 S3; M11 L1 S4; M11 L2 S1; M11 L2 S2; M11 L2 S3; M11 L4 S1; M11 L4 S3; M12 L2 S1; M12 L2 S2; M12 L2 S3; M12 L3 S1; M12 L3 S2; M15 L4 S2; M17 L1 S2; M17 L2 S2; PSE M10 History and Geography; M11 History and Geography
	SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.  Remarks/Examples: Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.	M5 L1 S3; M9 L2 S2; M12 L1 S1; M12 L2 S1; M15 L4 S1; M15 L4 S2; M15 L4 S3; M17 L1 S1; M17 L1 S3; M17 L2 S2; M17 L2 S3; OSE Spotlight on Florida

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	SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.  Remarks/Examples: Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.	M11 L1 S1; M11 L1 S2; M11 L1 S3; M11 L1 S4; M11 L2 S1; M11 L2 S2; M11 L3 S1; M11 L3 S2; M11 L3 S3; M11 L4 S1; M11 L4 S2; M11 L4 S3; M12 L1 S1; M12 L1 S2; M12 L2 S1; M12 L2 S2; M12 L2 S3; M12 L3 S1; M12 L3 S2 PSE M11 History and Geography OSE M11 L1 E; M11 L2 E; M11 L3 E; M11 L4 E; M12 L1 E; M12 L2 E; M12 L3 E	
	SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.	M11 L1 S2; M11 L1 S3; M11 L2 S2; M11 L2 S3; M11 L3 S1; M11 L3 S2; M11 L3 S3; M11 L4 S1; M12 L1 S1; M12 L1 S2; M12 L2 S1; M9 L2 S2; M15 L4 S1; M15 L4 S2; M15 L4 S3; M17 L1 S1; M17 L2 S2; M17 L2 S3; OSE M11 L3 E	
	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.  Remarks/Examples: Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.	M9 L3 S1; M11 L2 S3; M13 L3 S1; M13 L3 S2; M13 L3 S3; OSE M13 L3 E	

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	SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.  Remarks/Examples: 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.	M13 L1 S1; M13 L1 S2; M13 L3 S1; M13 L3 S2; M13 L3 S3; M13 L3 S4; M13 L4 S1; M13 L4 S2; M13 L4 S3; M13 L4 S4; OSE M13 L1 E; M13 L3 E	
	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.	M13 L1 S1; M13 L1 S2; M13 L1 S3; M13 L2 S1; M13 L2 S2; M13 L2 S3; OSE M13 L1 E	

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	SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.  Remarks/Examples: 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.	M11 L1 S2; M11 L1 S4; M11 L2 S1; M11 L2 S2; M11 L3 S1; M11 L3 S2; M11 L3 S3; M11 L4 S1; M11 L4 S2; M12 L1 S1; M12 L1 S2; M12 L2 S2; M12 L2 S3; M16 L4 S1; M16 L4 S2; M16 L4 S3; M17L1S2; OSE M11 L1 E; M11 L2 E; M11 L3 E; M11 L4 E; M12 L1 E; M12 L2 E; M12 L3 E	
	SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.  Remarks/Examples: 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.	M16 L3 S1; M16 L3 S2; M16 L3 S3; M16 L3 S4	

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SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.  Remarks/Examples: Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.	M13 L4 S3; M14 L1 S1; M14 L1 S2; M14 L1 S3; OSE M14 L1 E	
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	M14 L2 S1; M14 L3 S1; M14 L3 S2; M14 L3 S3; M15 L1 S1; M15 L1 S2; M15 L1 S3; M15 L2 S1; M15 L2 S2; M15 L2 S3; M15 L2 S4; OSE M14 L2 E; M14 L3 E; M15 L1 E; M15 L2 E; M15 L3 E	
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.	M11 L1 S2	
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.	M6 L2 S4 Supreme Court Decisions; M7 L5 S4; M9 L3 S1; M10 L2 S3; M10 L3 S2; M10 L2 S3; M10 L2 S4; M13 L3 S2; M17 L3 S2; OSE M7 L5 E	

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	SS.8.A.4.14	Examine the causes, course, and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).	M16 L3 S3; M16 L5 S1; M16 L5 S2; M16 L5 S3; OSE M16 L5 E	
	SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.	M9 L2 S1; M16 L2 S1; M16 L2 S2; PSE M9 Literature and History; M16 Literature and History; OSE M9 L3 E; M15 L2 E; M16 L2 E	
	SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.  Remarks/Examples: 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.	M10 L1 S1; M10 L1 S2	



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	SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.  Remarks/Examples: 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.	M9 L3 S2; OSE Spotlight on Florida	
	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.	OSE Spotlight on Florida	
	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).	M9 L2 S2; M10 L2 S1; M10 L2 S2; M15 L4 S1; M15 L4 S2; M15 L4 S3; M15 L4 S4; M17 L1 S1; M17 L1 S2; M17 L1 S3; M17 L1 S4; M17 L2 S2; M17 L2 S3; M17 L3 S1; M17 L3 S2; M17 L3 S3; M17 L4 S1; M17 L4 S2; M17 L4 S3; M18 L1 S1; M18 L1 S3; M18 L2 S1; M18 L2 S2; M18 L3 S1; M18 L3 S2; M18 L4 S1; M18 L4 S2; M18 L4 S3; M18 L4 S4; M18 L5 S1; M18 L5 S2; M18 L5 S3; M18 L5 S4; M19 L1 S1; M19 L1 S2; M19 L1 S3; PSE M18 History and Geography; OSE M18 L1 E; all M18 DBIs; M18 MR DBI Parts 1 and 2; M18 MR EQ writing activity	

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	SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.  Remarks/Examples: 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 Harper’s Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.	M16 L4 S1; M16 L4 S2; M16 L4 S3; M17 L1 S1; M17L1 S2; M17 L1 S4; M17 L2 S1; M17 L2 S2; M17 L2 S3; M17 L3 S1; M17 L3 S2; M17 L3 S3; M17 L4 S1; M17 L4 S2; M17 L4 S3; OSE M15 L3 E; M15 L4 E; M16 L4 E; M18 L1 E; M18 L1 DBI
	SS.8.A.5.3	Explain major domestic and international economic, military, political, and sociocultural events of Abraham Lincoln’s presidency.  Remarks/Examples: Examples may include, but are not limited to, sectionalism, states’ rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, SS.8.A.5.3 Explain major domestic and international economic, military, political, and sociocultural events of Abraham Lincoln’s presidency. Remarks/Examples: Examples may include, but are not 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.	M18 L1 S1; M18 L1 S2; M18 L1 S3; M18 L2 S1; M18 L2 S2; M18 L3 S1; M18 L3 S2; M18 L4 S1; M18 L4 S2; M18 L4 S3; M18 L4 S4; M18 L5 S1; M18 L5 S2; M18 L5 S3; M18 L5 S4; M19 L1 S1; M19 L1 S2; PSE M18 History and Geography; OSE M18 L1 E; M18 L3 E; M18 L4 E; M18 L5 E

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	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.	M17 L4 S3; M18 L1 S1; M18 L3 S2; OSE M18 L1 E; M18 L5 E	
	SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.  Remarks/Examples: Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.	M18 L1 S1; M18 L1 S2; M18 L1 S3; OSE M18 L5 E	
	SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.  Remarks/Examples: 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.	M18 L1 S1; M18 L1 S2; M18 L2 S1; M18 L2 S2; M18 L3 S1; M18 L3 S2; M18 L4 S1; M18 L4 S2; M18 L4 S3; M18 L4 S4; M18 L5 S1; M18 L5 S2; M18 L5 S3; M18 L5 S4; PSE M18 History and Geography; OSE M18 L1 E; M18 L2 E; M18 L3 E; M18 L4 E; M18 L5 E	

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	SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.  Remarks/Examples: 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.	OSE Spotlight on Florida	
	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).	Historic Document: The United States Constitution (The Reconstruction Amendments); M19 L1 S1; M19 L1 S2; M19 L1 S3; M19 L2 S1; M19 L2 S2; M19 L2 S3; M19 L2 S4; M19 L3 S1; M19 L3 S2; M19 L3 S3; M19 L3 S4; M19 L4 S5; OSE M19 L1 E; M19 L2 E; M19 L3 E; M19 MR DBI Parts 1 and 2; M19 MR EQ writing activity	
	SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.	M6 L4 S1; Historic Document: The Constitution of the United States	

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	SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.	M3 L2 S1; M3 L2 S2; M3 L4 S1; M3 L4 S3; M4 L1 S1; M4 L2 S1; M4 L2 S3; M4 L3 S1; M4 L3 S2; Historic Document: The Declaration of Independence; PSE M5 History and Geography
	SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.	M3 L2 S2; M3 L4 S1; M3 L2 S4; M3 L3 S2; M4 L1 S1; M4 L2 S3; M4 L3 S1; M4 L3 S2; M4 L5 S3; M6 L4 S1; M6 L4 S2; M6 L4 S3; M7 L2 S2; M7 L3 S4; M7 L5 S3; M10 L1 S1; M16 L3 S1; M16 L3 S2; M16 L3 S3; M16 L3 S4; M16 L4 S1; M16 L4 S2; M16 L5 S1; M16 L5 S3; M19 L1 S2; M19 L2 S2; M19 L2 S4; OSE M16 L1 E
	SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.	M3 L2 S1; M3 L2 S2; M3 L4 S1; M3 L3 S2; M4 L1 S1; M4 L2 S1; M4 L2 S3; M4 L3 S1; M4 L3 S2; M4 L3 S3; M5 L1 S1; M5 L1 S2; M5 L1 S3; M5 L3 S1; M5 L3 S2; M5 L3 S3; M5 L3 S4; M5 L4 S2; M6 L4 S3; M7 L2 S2; M7 L5 S2; M10 L1 S1; M10 L1 S2; M16 L5 S1; M16 L5 S3; M19 L1 S2; M19 L2 S2; M19 L2 S4; OSE M5 History and Geography
	SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.	M5 L3 S4; Historic Document: The Constitution of the United States; Celebrate Freedom Week; M6 L3 S1; M6 L3 S2; M6 L3 S3; M6 L3 S4; M6 L4 S1; M6 L4 S2; M6 L4 S3
	SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.	Historic Document: The Constitution of the United States; Celebrate Freedom Week; M19 L1 S2; M19 L2 S2; M19 L2 S4; OSE M6 L4 DBI

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	SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	M3 L2 S1; M4 L3 S3; Historic Document: The Declaration of Independence; M5 History and Geography; M5 L4 S2; Historic Document: The Constitution of the United States; Celebrate Freedom Week; M7 L2 S2; M7 L3 S4; M7 L5 S2; OSE M3 L1 DBI; all M4 DBIs; M4 MR DBI Parts 1 and 2; all M5 DBIs; M5 MR DBI Parts 1 and 2; all M6 DBIs
	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.  Remarks/Examples: Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.	M3 L1 S1; M3 L1 S4; M2 L3 S3; M3 L2 S3; M3 L3 S3; M3 L4 S2; M5 L3 S1; M5 L3 S2; M9 L2 S1; M9 History and Geography; M11 L4 S2; M12 L2 S1; M12 L2 S2; M12 L3 S1; M12 L3 S2; M13 L1 S1; M13 L1 S2; M13 L1 S3; M13 L2 S2; M13 L3 S4; M13 L4 S2; M13 L4 S3; M14 L1 S1; M15 L1 S1; M16 L1 S1; M17 L1 S1; M17 L1 S2; M18 L1 S1; M18 L2 S3; OSE Economics Handbook
	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.	M11 L1 S3; M11 L2 S1; M11 L2 S2; M12 L3 S1; M12 L3 S2; M13 L1 S1; M13 L1 S2; M13 L1 S3; M13 L2 S1; M13 L2 S2; M13 L2 S3; M13 L3 S1; M13 L3 S2; M13 L3 S3; M13 L3 S4; M13 L4 S1; M13 L4 S2; M13 L4 S3; M13 L4 S4; M13 Review and Assessment; M14 L1 S1; M14 L1 S2; PSE M14 Review and Assessment; OSE M13 L1 E; M13 L2 E; M13 L3 E; M13 L4 E

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	SS.8.E.2.2	Explain the economic impact of government policies.  Remarks/Examples: Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.	M5 L2 S1; M5 L2 S2; M7 L2 S1; M7 L2 S2; M7 L2 S3; M8 L1 S1; M9 L2 S1; M9 L2 S2; M10 L2 S1; M11 L1 S2; M11 L4 S3; M17 L1 S1; M17 L1 S2; M18 L4 S1; M19 L1 S1; M19 L3 S4; OSE M9 L1 E	
	SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	M3 L1 S2; M3 L2 S3; M3 L3 S3; M11 L1 S3; M11 L2 S1; M11 L2 S2; M12 L3 S1; M12 L3 S2; M13 L1 S1; M13 L1 S2; M13 L1 S3; M13 L2 S1; M13 L2 S2; M13 L2 S3; M13 L3 S1; M13 L3 S2; M13 L3 S3; M13 L3 S4; M13 L4 S1; M13 L4 S2; M13 L4 S3; M13 L4 S4; M14 L1 S1; M14 L1 S2; M14 L1 S3; M14 L2 S1; M14 L2 S2; M15 L1 S1; M15 L1 S3; M15 L2 S1; M16 L1 S1; M16 L1 S2; OSE M14 L2 E; M13 L3 E	
	SS.8.E.3.1	Evaluate domestic and international interdependence.  Remarks/Examples: Examples are triangular trade routes and regional exchange of resources.	M3 L4 S2; M5 L2 S1; M5 L2 S2; M5 L2 S1; M5 L2 S2; M8 L1 S1; M9 L2 S1 M10 L2 S1; M13 L3 S2; M13 L3 S3; M13 L3 S4; M14 L1 S2; M18 L1 S1; PSE M9 History and Geography	
	SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	M1 L1 S1; M1 L2 S2; M3 L1 S3; M3 L4 S1; M9 L2 D1; M11 L1 S1; M11 L1 S4; M11 L3 S2; M15 L3 S2; M15 L4 S3; M17 L2 S2; M18 L1 S1 PSE M3 History and Geography; M9 History and Geography; M11 History and Geography; M12 History and Geography; OSE Geography Handbook; Skillbuilder Handbook	

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	SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	M1 L1 S1; M1 L2 S2; M3 L4 S1; M9 L2 D1; M11 L1 S1; M11 L1 S4; M11 L3 S2; M15 L3 S2; M15 L4 S3; M17 L2 S2; M18 L1 S1; PSE M3 History and Geography; M9 History and Geography; M11 History and Geography; M12 History and Geography; OSE Geography Handbook; Skillbuilder Handbook
	SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.  Remarks/Examples: Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.	M1 L1 S1; M1 L2 S1; M3 L1 S1; M3 L1 S4; M3 L2 S3; M3 L3 S3; M3 L3 S4; M3 L2 S1; M3 L2 S4; M3 L4 S1; M3 L4 S4; M9 L2 D1; M11 L1 S1; M11 L1 S3; M11 L2 S1; M11 L2 S3; M11 L3 S1; M11 L4 S1; M12 L3 S1; M15 L3 S2; M15 L4 S3; M17 L2 S2; M18 L1 S1 PSE M3 History and Geography; M9 History and Geography; M11 History and Geography; M12 History and Geography
	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.  Remarks/Examples: Examples are cataclysmic natural disasters, shipwrecks.	M2 L3 S2; M3 L1 S1; M3 L1 S4; M3 L2 S1; M3 L4 S2; M3 L4 S4; M9 L3 S1; M9 L3 S2; M11 L1 S1; M11 L1 S2; M11 L1 S4; M12 L3 S2; M13 L3 S4; M14 L1 S2; M17 L2 S2; M17 L4 S2; M18 L1 S1; M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 History and Geography; M12 History and Geography
	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.	M9 L2 S1; M11 L1 S1; M11 L3 S2; M11 SSS; M12 SSS; M12 Review; M14 L1 S2; M17 L2 S2; PSE M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 History and Geography; M12 History and Geography



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SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.	M1 L2 S2; M11 L1 S2; M11 L3 S1; PSE M11 History and Geography; OSE M1 L2 E	
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.	M3 L2 S2; M12 L2 S3; M12 L3 S2; OSE M2 L2 E FL17	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	M3 L1 S3; M3 L3 S1; M15 L1 S2; M3 L1 S3; M7 L1 S3; M9 L2 S1; M12 L2 S3; M12 L3 S2; M13 L2 S3; M16 L1 S1; M16 L1 S2; PSE M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 History and Geography; M12 History and Geography; M15 History and Geography; OSE M16 L1 E	
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.	M2 L2 S1; M2 L2 S2; M2 L3 S3; M3 L1 S3; M3 L2 S1; M3 L3 S1; M7 L1 S3; M9 L2 S1; M10 L3 S1; M11 L1 S1; M11 L1 S1; M11 L1 S2; M11 L1 S3; M11 L1 S4; M11 L3 S1; M11 L4 S1; M11 L4 S3; M12 L1 S1; M12 L1 S1; M12 L2 S3; M12 L3 S1; M12 L3 S1; M12 L3 S1; M12 L3 S2; M12 L3 S2; M13 L2 S3; M15 L1 S2; M15 L1 S3; M15 L2 S3; M16 L1 S1; M16 L1 S1; M16 L1 S2; M16 L4 S2; PSE M3 History and Geography; M10 History and Geography; M11 History and Geography; M12 History and Geography; M15 History and Geography; OSE M1 L1 E; M1 MR EQ writing activity; M16 L1 E	

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	SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	M2 L2 S1; M2 L2 S2; M2 L3 S3; M3 L4 S2; M9 L2 S1; M11 L1 S1; M12 L1 S1; M12 L3 S1; M12 L3 S2; M13 L2 S3; M15 L1 S3; M15 L2 S3; M16 L1 S1; PSE M9 History and Geography
	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.	M1 L1 S1; M2 L4 S3; M3 L1 S3; M3 L4 S2; M5 L1 S1; M9 L2 S1; M12 L3 S1; M12 L3 S2; M13 L3 S4; M16 L1 S1 PSE M3 History and Geography; M9 History and Geography; M10 History and Geography; M11 History and Geography; M12 History and Geography; M15 History and Geography; OSE M12 L3 E
	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.	M3 L3 S1; M7 L1 S3; M9 L2 S1; M11 L2 S1; M13 L3 S4; M13 L3 S4; M14 L1 S2; M14 L2 S1; M16 L1 S1; M16 L1 S2; PSE M3 History and Geography; M9 History and Geography
	SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.	M3 L4 S1; M3 L4 S4; M4 L5 S4; M5 L1 S3; M7 L3 S1; M7 L4 S1; M8 L3 S2; M9 L2 S2; M12 L1 S2; M17 L2 S2; M18 L1 S1; PSE M3 History and Geography; M9 History and Geography; M11 History and Geography; M12 History and Geography; M12 SSS
	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.	M1 L2 S1; M1 L2 S2; M3 L2 S3; M3 L1 S4; M3 L3 S3; M11 L1 S3; M11 L3 S1; M13 L3 S4; M14 L1 S2; M14 L1 S3; PSE M3 History and Geography; M9 History and Geography; OSE M1 L2 E; M2 L2 E

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	<b>COURSE TITLE:</b>	<u>M/J United States History</u>	
	<b>COURSE CODE:</b>	<u>2100010</u>	
	<b>SUBMISSION TITLE:</b>	<u>Houghton Mifflin Harcourt United States History: Beginnings to 1877</u>	
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	<b>Key to References</b>		
	SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.  Remarks/Examples: Examples are deforestation, urbanization, agriculture.	M1 L1 S1; M1 L1 S2; M1 L2 S1; M9 L2 S1; M11 L1 S1; M11 L2 S1; M11 L3 S1; M11 L4 S1; M12 L2 S3; M12 L3 S1; M13 L3 S4; M14 L1 S2; OSE M1 L2 E
	SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.	M5 L1 S3; M5 L2 S1; M7 L1 S3; M8 L3 S1; M8 L3 S2; M9 L2 S1; M9 L2 S2; M11 L1 S2; M11 L1 S4; PSE M3 History and Geography; M9 History and Geography; M11 History and Geography; M12 L3 S2; M10 History and Geography; M12 History and Geography; M12 SSS; M12 Review and Assessment; M15 History and Geography; OSE all interactive maps; Geography Handbook
	SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.  Remarks/Examples: Examples are maps, graphs, tables.	M3 L1 S1; M3 L2 S1; M4 L1 S2; M4 L1 S2; M11 L1 S1; M11 L3 S2; M12 L3 S2; M14 L2 S1; M15 L2 S1; M16 L3 S1; M16 Literature and History PSE M3 History and Geography; M9 History and Geography; M9 Literature and History; M10 History and Geography; M11 History and Geography; M12 History and Geography; M12 SSS; M12 Review and Assessment; M15 History and Geography; OSE M1 L2 E; M8 L1 E; M9 L3 E; M11 L3 E; M12 L1 E