

Collections are grouped by
Conceptual Topic
to ensure a balanced
approach to all standards



Broward Grades K-5 Social Studies Classroom Libraries Aligned to the **Broward County** **Public Schools Curriculum Framework**



Are you looking for an effective way to address state standards during your literacy block?

HMH® Classroom Libraries are the perfect solution!



Each Classroom Library...

- is carefully curated to align to your state standards and Guided Reading Levels.
- is filled with a combination of engaging fiction and nonfiction text, precisely leveled to meet the needs of all learners.
- contains trade and guided reading books, clearly labeled to identify state standards and Guided Reading Levels.
- builds important connections across titles, topics, content areas and academic vocabulary—strengthening reading and writing skills.
- is organized in durable plastic bins, labeled with standards for active classroom management and lesson planning.

Each customized classroom library can be purchased as either an Independent Reading Library or a Guided Reading Library

Independent Reading Library

Number of titles in collection plus anchor texts, 1 each

Independent Reading Library contents

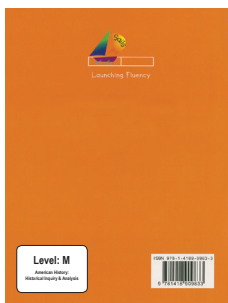
- Individual books within a bin are labeled on the back cover with the aligned standard and GRL
- Bins are sorted by Strand then GRL
- Bin labels indicate Strand(s) and titles

Guided Reading Library

Number of titles in collection, 5 each

Guided Reading Library contents

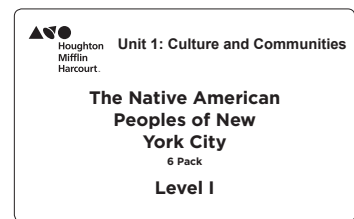
- 5 books of every title are packaged in a resealable plastic bag
- Each plastic bag is labeled to identify the aligned standard and GRL (not individual books)
- Plastic bags are sorted into bins
- Bins are sorted and labeled by Strand, then by Standard and GRL



Individual Book Label



Plastic Bag Label Guided Reading Library Bag Label



Independent Reading Library Bin Label



Guided Reading Library Bin Label



12
Books Plus 3
Anchor Texts
Per Content
Area



Books will be conveniently stickered with Guided Reading Level, labeled by standard, and packed in plastic book bins with labels for easy identification and organization* (*See page 1 for full details)
(Bins shown are for illustrative purposes only and are not representative of actual titles)



Broward County Kindergarten Independent Reading Library

60 titles plus 15 anchor texts, 1 copy of each

9781328771698 \$660.53

Broward County Kindergarten Guided Reading Library

60 titles, 5 copies of each

9781328878809 \$2,115.02

F Denotes Fiction Titles

* Denotes Titles Available In Spanish

All About Me Text Complexity (A-K)

Anchor Texts

- I We Are Proud of You **F** Marvelous Me; Inside and Out
- K Apple Pie Fourth of July **F**

- A Being a Good Citizen*
- A My Family* **F**
- A What Can I Be **F**
- B I Like Playing **F**
- B Playground Friends* **F**
- B Rules at School*
- C Family Time
- C Holidays
- C Our Rules*
- D Look at Me!*
- D Look At Our Families*
- E My Community*

My Land Text Complexity (A-O)

Anchor Texts

- I Where is My State? My Neighborhood
- O How to Make a Cherry Pie and See the U.S.A. **F**

- A Follow That Map*
- A Globes
- B Around Town*
- B At the Beach **F**
- B The Snail **F**
- B Up And Down
- C Across the Sea* **F**
- D Edward the Explorer* **F**
- D Follow The Signs*
- D Looking At Landforms*
- D Map Keys
- D North, South, East And West*

Broward County Conceptual Topics Listed in Gold

F Denotes Fiction Titles

Everything Changes Text Complexity (A-N)

Anchor Texts

- I The Turning of the Year **F** N Previously **F**
- K Geoffrey Groundhog Predicts The Weather **F**
- A What Time Is It? "Hickory, Dickory, Dock" and "Wee Willie Winkie"* C Which Season Is It?
- B Busy Families: Learning To Tell Time By The Hour D A Week of Weather
- B What Time Is It?*
- C Fall Leaves **F** D A Year with Carmen* **F**
- C The Seasons D Days of the Week
- C What Day Is It? **F** D Night and Day
- E Molly The Great Misses The Bus: A Book About Being On Time **F**

Making Things Better Text Complexity (A-N)

Anchor Texts

- E Telephones K The First Cars
- E What Things Did Your Parents Play With?
- A Old and New C Mr. Noisy Builds A House **F**
- A The Market **F** C Old and New
- A Using Money* D Clothes Long Ago
- B Freight Train **F** D Long Ago And Today
- B Jobs People Do D Need It Or Want It?*
- B The Go-Karts **F** E Transportation Then and Now

My America Text Complexity (A-M)

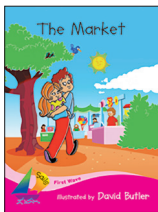
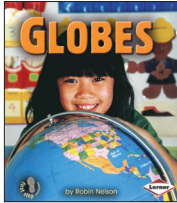
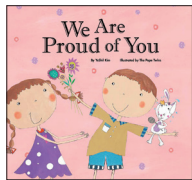
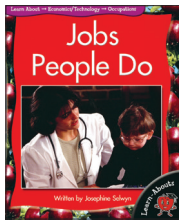
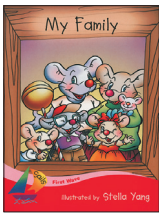
Anchor Texts

- F We Celebrate Independence Day in Summer M Is the Bald Eagle Really Bald?
- M American Flag
- A America's Eagle*
- A George Washington*
- A The Parade **F** C Friends
- B Bobbie & The Parade **F** C Helping Hannah* **F**
- B Meet Lady Liberty C Manners Please!
- B The National Anthem C Our Flag
- D City Mouse And Country Mouse **F**
- D Our Country's Symbols



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(Bins shown are for illustrative purposes only and are not representative of actual titles)



Grade K Standards

All About Me: My Family, My School, Citizenship, Celebrations, Rules & Laws

- SS.K.A.2.1** Compare children and families of today with those in the past.
- SS.K.A.2.3** Compare our nation's holidays with holidays of other cultures.
- SS.K.C.1.1** Define and give examples of rules and laws, and why they are important.
- SS.K.C.1.2** Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.C.2.1** Demonstrate the characteristics of being a good citizen.
- SS.K.C.2.2** Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- SS.K.C.2.3** Describe fair ways for groups to make decisions.
- SS.K.G.2.1** Locate and describe places in the school and community.
- SS.K.G.2.2** Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

My Land: Geography: Land, Community, Maps & Globes

- SS.K.G.1.2** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.3** Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4** Differentiate land and water features on simple maps and globes.
- SS.K.G.3.1** Identify basic landforms.
- SS.K.G.3.2** Identify basic bodies of water.

Everything Changes: Getting Started: Calendar, Chronology, Weather & Timelines

- SS.K.A.1.1** Develop an understanding of how to use and create a timeline.
- SS.K.A.3.1** Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- SS.K.A.3.2** Explain that calendars represent days of the week and months of the year.
- SS.K.G.1.1** Describe the relative location of people, places, and things by using positional words.
- SS.K.G.1.2** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.3** Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4** Differentiate land and water features on simple maps and globes.
- SS.K.G.3.3** Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Making Things Better: Inventors, Children of the Past vs Today & Economics

- SS.K.A.2.1** Compare children and families of today with those in the past.
- SS.K.A.2.4** Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.K.E.1.1** Describe different kinds of jobs that people do and the tools or equipment used.
- SS.K.E.1.2** Recognize that United States currency comes in different forms.
- SS.K.E.1.3** Recognize the people work to earn money to buy things they need or want.
- SS.K.E.1.4** Identify the difference between basic needs and wants.

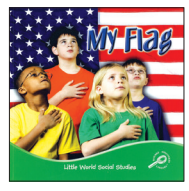
My America: United States Symbols, National Holidays, Famous Americans, Freedom Week & Constitution Day

- SS.K.A.2.1** Compare children and families of today with those in the past.
- 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.
- SS.K.A.2.3** Compare our nation's holidays with holidays of other cultures.
- SS.K.A.2.4** Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.K.A.2.5** Recognize the importance of U.S. symbols.

12
Books Plus 3
Anchor Texts
Per Content
Area



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Broward County First Grade Independent Reading Library
60 titles plus 15 anchor texts, 1 copy of each
9781328771704 \$553.87

Broward County First Grade Guided Reading Library
60 titles, 5 copies of each
9781328878816 \$2,184.35

F Denotes Fiction Titles
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What Do You Need? Text Complexity (B-M)

Anchor Texts	
K Show Me Community Helpers	Let's Be Friends (Friendship) F
M Respecting Diversity*	
B What Do Living Things Need?	G Being A Good Citizen!
E Super Ben's Broken Cookie: A Book About Sharing F	G Helping Hands F
F Dear Dragon Helps Out* F	G I Am Respectful
F Meet My Neighbor, The Police Officer	H Daniel's Mystery Egg* F
F Molly The Great Respects The Flag: A Book About Being A Good Citizen F	H I Am a Good Citizen
F What Do I Need?*	H You Can Count On Me F

Environment Rules! Text Complexity (C-L)

Anchor Texts	
I Community Rules	L Reading Maps*
J Green River (Environment) F	
C Rules In The Gym	G Following The Rules
E Keys And Symbols On Maps*	G The Hungry Farmer F
E My Maps*	H Following Rules*
E Rabbit And Turtle Go To School* F	H No More Teasing* F
E Who Makes The Rules?*	H Respect the Rules!*
F Molly The Great's Messy Bed: A Book About Responsibility F	I North, South, East, And West

Broward County Conceptual Topics Listed in Gold

F Denotes Fiction Titles

Past, Present, and Future Technology Text Complexity (C-M)

Anchor Texts	
M Food and Farming Then and Now	I is for Idea: An Invention Alphabet
M Travel Then and Now	
C Transportation	H Life at Home*
D Space Kid F	H My Community Long Ago
E Long Ago And Today*	H Taking a Trip: Comparing Past and Present
F Test Drive: A Robot and Rico Story F	I Communication Then And Now
F Why We Have Thanksgiving F	I Playing with Friends: Comparing Past and Present
H Cooking and Eating: Comparing Past and Present	J Going West F

Celebrating America Text Complexity (C-M)

Anchor Texts	
I Martin Luther King Jr.	M Emma's Poems
J I Pledge Allegiance to the Flag*	
C I Can Be the President	G The Land And Water Of The United States: A Dictionary
D Cat And Dog On Playground Patrol F	G The Life of Abraham Lincoln
E My Flag*	H Boss Of The World F
F Amelia Earhart	H Frederick Douglass
F George Washington	H Katie Woo Celebrates F
F Silly Tilly and the Royal Rules F	I Labor Day*

What's It Worth? Text Complexity (C-L)

Anchor Texts	
I Jobs Around Town*	If You Made A Million F
L Save Money	
C The Lemonade Stand* F	G Cat And Dog Go Shopping F
D The Summer Job* F	G Farmers Market F
E Earning Money	G Money: Saving And Spending
E Money Counts	G My Money*
F Jobs on a Farm*	H Goods Or Services?*
F Making Money	I Shopping in the City*



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Grade 1 Standards

What Do You Need?: Respect & Kindness, Betterment of Community, Resolving Conflict, Economics, and Geography

- SS.1.C.2.3** Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4** Show respect and kindness to people and animals.
- SS.1.C.3.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- SS.1.E.1.3** Distinguish between examples of goods and services.
- SS.1.E.1.6** Identify that people need to make choices because of scarce resources.
- SS.1.G.1.6** Describe how location, weather, and physical environment affect the way people live in our community.

Environment Rules!: Citizenship in School Community, Betterment of Community, Kindness, Conflict Resolution, Geography, Scarc Resources Economics

- SS.1.C.2.1** Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.2** Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3** Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4** Show respect and kindness to people and animals.
- SS.1.C.3.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- SS.1.G.1.1** Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.2** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.1.G.1.3** Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4** Identify a variety of physical features using a map and globe.
- SS.1.G.1.5** Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- SS.1.G.1.6** Describe how location, weather, and physical environment affect the way people live in our community.

Grade 1 Standards

Past, Present, and Future Technology: Past, Present, and Future: History, Compare Now & Then, Historical Peoples, Historical Fact vs. Fiction, Timeline

- SS.1.A.2.1** Understand history tells the story of people and events of other times and places.
- SS.1.A.2.2** Compare life now with life in the past.
- SS.1.A.2.3** Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
- SS.1.A.2.4** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.1.A.2.5** Distinguish between historical fact and fiction using various materials.
- SS.1.A.3.1** Use terms related to time to sequentially order events that have occurred in school, home, or community.
- SS.1.A.3.2** Create a timeline based on the student's life or school events, using primary sources.

Celebrating America: Rules and Laws, United States Symbols, National Holidays, Famous Americans, Freedom Week, and Constitution Day

- SS.1.C.1.1** Explain the purpose of rules and laws in the school and community.
- SS.1.C.1.2** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
- SS.1.C.1.3** Give examples of the use of power without authority in the school and community.
- SS.1.C.2.1** Explain the rights and responsibilities students have in the school community.
- SS.1.C.3.2** Recognize symbols and individuals that represent American constitutional democracy.

What's It Worth?: Economics: Good and Services

- SS.1.E.1.1** Recognize that money is a method of exchanging goods and services.
- SS.1.E.1.2** Define opportunity costs as giving up one thing for another.
- SS.1.E.1.3** Distinguish between examples of goods and services.
- SS.1.E.1.4** Distinguish people as buyers, sellers, and producers of goods and services.
- SS.1.E.1.5** Recognize the importance of saving money for future purchases.

12
Books Plus 3
Anchor Texts
Per Content
Area



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Broward County Second Grade Independent Reading Library
60 titles plus 15 anchor texts, 1 copy of each
9781328771711 \$578.70

Broward County Second Grade Guided Reading Library
60 titles, 5 copies of each
9781328878823 \$2,341.68

F Denotes Fiction Titles
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Water Matters Text Complexity (J-S)

Anchor Texts

- O How to Read a Map
- P A Place Where Hurricanes Happen
- J Compass Roses and Directions
- J Next Stop: Canada*
- J Next Stop: Mexico*
- J Next Stop: The Caribbean*
- J Somewhere In The World Right Now F
- K Franklin and the Thunderstorm F
- S The Wettest and the Driest
- K Making A Map
- L Arctic Communities Past and Present
- L Desert Communities Past and Present
- M Celebrating Florida
- M The Night Of The Hurricane's Fury F
- N Up North and Down South

The Choice Is Yours Text Complexity (H-N)

Anchor Texts

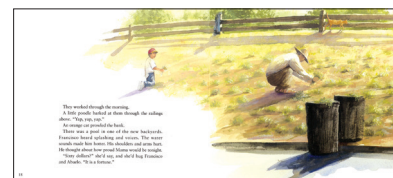
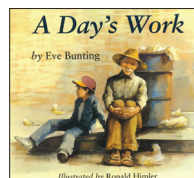
- L A Day's Work F
- M A New Coat for Anna F
- H Katie Woo: Katie's New Shoes F
- I Need It Or Want It?*
- I Spend It Or Save It?*
- J Iris And Walter The School Play F
- K Make Money Choices
- L Amelia Bedelia And The Baby F
- N Uncle Willie and the Soup Kitchen F
- L Do I Need It? Or Do I Want It?
- L Learn About Money
- L What Can You Do With Money?
- M The Tortilla Factory F
- M What Do We Buy?
- N Carnival Coins: How Will We Count Our Money?

Surviving Early America Text Complexity (H-R)

Anchor Texts

- P The Life and Times of Pocahontas and The First Colonists
- Q Squanto's Journey
- H Colonial Families
- I Native Americans: The First Peoples of New York
- I The Journey of the Mayflower: Graphic Novel
- J Osceola
- K The First Thanksgiving F
- L Life in Jamestown Colony
- R You Wouldn't Want to Be an American Colonist!
- L My Life in an Algonquian Village
- M Life in the American Colonies
- M Longhouses
- M Molly's Pilgrim F
- M Thanksgiving on Thursday F
- N Pocahontas

Broward County Conceptual Topics Listed in **Gold**



F Denotes Fiction Titles

What On Earth? Text Complexity (I-Q)

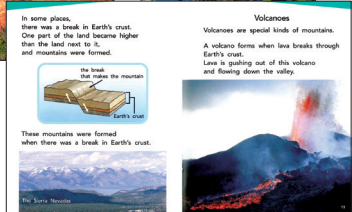
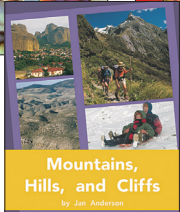
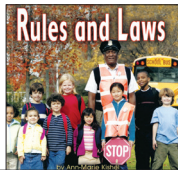
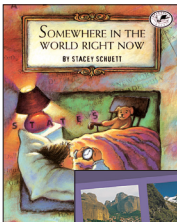
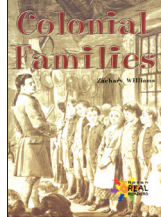
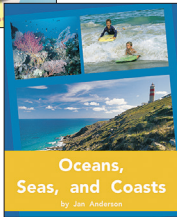
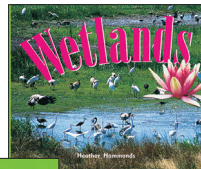
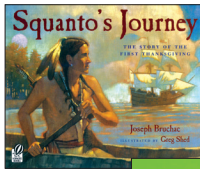
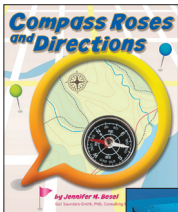
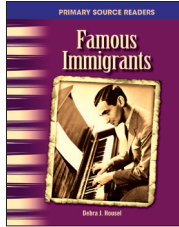
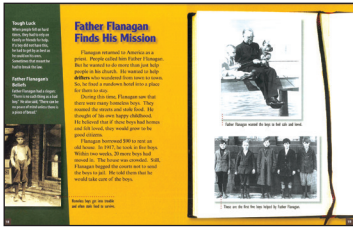
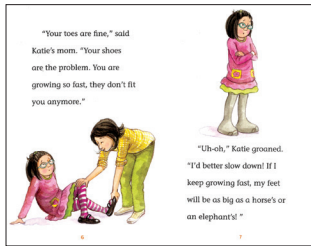
Anchor Texts

- N Florida Wetlands
- O The Grand Canyon
- I Canals
- I Rivers and Streams
- I Wetlands
- J Camping: A Mr. and Mrs. Green Adventure F
- J Ming Lo Moves the Mountain F
- J Mountains
- Q U.S. Landforms
- L Mapping Our Nation*
- L Tugg and Teeny: Jungle Surprises F
- M America's Natural Landmarks*
- M Landforms
- M Mountains, Hills, And Cliffs
- M Oceans, Seas And Coasts

Roots of America Text Complexity (H-N)

Anchor Texts

- M My Name Is Yoon F
- M Sarah's Journal F
- N Famous Immigrants
- H My Life As An Immigrant*
- I Citizenship
- I One Land, Many Cultures*
- I Our Leaders
- I Rules And Laws
- J What Does the President Do?
- K Immigration Stories*
- K The Statue of Liberty
- K U. S. Symbols
- L Sailing To A New Land F
- M Ellis Island
- M Paul Revere and the Bell Ringers F



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Grade 2 Standards

Water Matters: Map Skills

- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.2** Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
- SS.2.G.1.3** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.4** Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

The Choice Is Yours: Choice, Goods and Services, Saving & Spending

- SS.2.E.1.1** Recognize that people make choices because of limited resources.
- SS.2.E.1.2** Recognize that people supply goods and services based on consumer demands.
- SS.2.E.1.3** Recognize that the United States trades with other nations to exchange goods and services.
- SS.2.E.1.4** Explain the personal benefits and costs involved in saving and spending.

Surviving Early America: Native Americans & Colonial America

- SS.2.A.2.4** Explore ways the daily life of people living in Colonial America changed over time.
- SS.2.C.1.1** Explain why people form governments.
- SS.2.A.2.1** Recognize that Native Americans were the first inhabitants in North America.
- SS.2.A.2.2** Compare the cultures of Native American tribes from various geographic regions of the United States.
- SS.2.A.2.3** Describe the impact of immigrants on the Native Americans.

What On Earth?: Geography

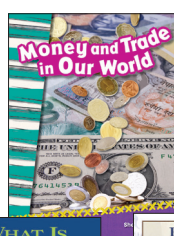
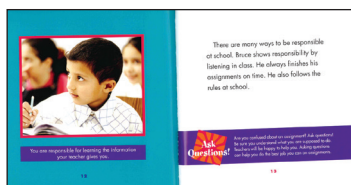
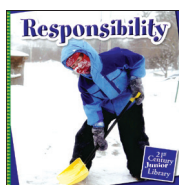
- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.2** Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
- SS.2.G.1.3** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.4** Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Roots of America: Immigration, Citizenship, Our Government

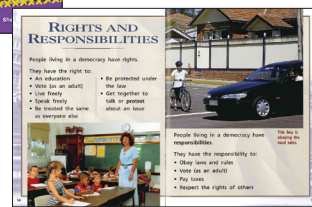
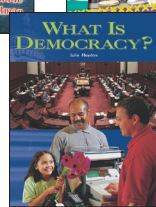
- SS.2.A.2.5** Identify reasons people came to the United States throughout history.
- SS.2.A.2.6** Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
- SS.2.A.2.7** Discuss why immigration continues today.
- SS.2.A.2.8** Explain the cultural influences and contributions of immigrants today.
- SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization.
- SS.2.C.2.2** Define and apply the characteristics of responsible citizenship.
- SS.2.C.2.3** Explain why United States citizens have guaranteed rights and identify rights.
- SS.2.C.2.4** Identify ways citizens can make a positive contribution in their community.
- SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
- SS.2.E.1.4** Explain the personal benefits and costs involved in saving and spending.



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(Bins shown are for illustrative purposes only and are not representative of actual titles)



13
Books Plus 3
Anchor Texts
Per Content
Area



Broward County Third Grade Independent Reading Library
52 titles plus 12 anchor texts, 1 copy of each
9781328771728 \$601.80

Broward County Third Grade Guided Reading Library
52 titles, 5 copies of each
9781328878830 \$2,272.82

F Denotes Fiction Titles
* Denotes Titles Available In Spanish

Adapting For Survival Text Complexity (K-Q)

Anchor Texts	
Q Climate Maps	On the Same Day in March: A Tour of the World's Weather
Q Mountain Region	
K How Land and Weather Shape Communities	M Studying Weather and Climates*
L The Day of the Black Blizzard F	M Where on Earth Are Mountains?
L Explore North America*	M Where on Earth Are Rivers?
L North America	N Hurricane F
L The Schoolchildren's Blizzard F	O Mapping the Land and Weather
L What Are The US Regions?*	P The Southeast
M High Tide In Hawaii* F	

Here Comes the Sun Text Complexity (J-S)

Anchor Texts	
Q Solar Power	S Using Economic and Resource Maps
R Energy for Everyone: The Business of Energy	
J Earning Money*	M What Is Money, Anyway?
K Community Resources	M Whatcha Got? Scarcity and Value
K Our Earth Clean Energy	N A Day At Work With an Electrical Engineer*
L Money and Trade in Our World*	O How Renewable Energy Works
L Who Needs It?	O Solar Power
M Money and Trade in Our Nation*	P Solar Energy
M The World of Trade*	

Broward County Conceptual Topics Listed in Gold

F Denotes Fiction Titles

Living Off the Environment Text Complexity (L-S)

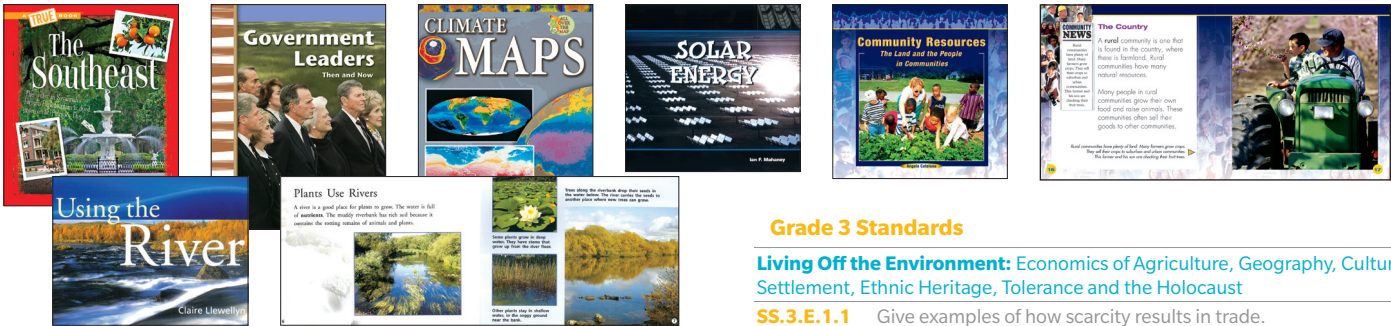
Anchor Texts	
R From Field to Plate	S Agricultural Inventions: At the Top of the Field
R The Settling of St. Augustine	
K Johnny Appleseed: My Story F	N School Around the World*
L What's Your Heritage?	N Squanto and the First Thanksgiving F
M Cultures Around the World*	O Cultural Traditions in Mexico
M Life in a Farming Community	O What is culture?
M Using The River	P Life on a Plantation
N American Culture*	P The Lotus Seed F
N Food Long Ago and Today	

Governmental Impact Text Complexity (K-P)

Anchor Texts	
K Government Leaders Then And Now	O Constitution Of The U.S.
N How Is A Law Passed?	
K Responsibility	N The U.S. House of Representatives
L No Rules for Rex! (rules and laws) F	N What Is A Government?
M Helping In The Community	N What Is Democracy
M Our Government: The Three Branches*	O The Bill Of Rights
M You and the Law*	O The City Mayor
M You and the US Government*	P Bad Kitty for President F
N Keena Ford and the Field Trip Mix Up F	



Books will be conveniently stickered with Guided Reading Level, labeled by standard, and packed in plastic book bins with labels for easy identification and organization* (*See page 1 for full details)
 (Bins shown are for illustrative purposes only and are not representative of actual titles)



Grade 3 Standards

Adapting For Survival: Geography, Climate & Vegetation, Regions of North America

- SS.3.G.1.1** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.3.G.1.2** Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
- SS.3.G.1.3** Label the continents and oceans on a world map.
- SS.3.G.1.4** Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.5** Compare maps and globes to develop an understanding of the concept of distortion.
- SS.3.G.1.6** Use maps to identify different types of scale to measure distances between two places.
- SS.3.G.2.1** Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- SS.3.G.2.2** Identify the five regions of the United States.
- SS.3.G.2.3** Label the states in each of the five regions of the United States.
- SS.3.G.2.4** Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.5** Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.1** Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2** Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.1** Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

Here Comes the Sun: Economics & Geography

- SS.3.E.1.1** Give examples of how scarcity results in trade.
- SS.3.E.1.3** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- SS.3.G.1.5** Compare maps and globes to develop an understanding of the concept of distortion.

Grade 3 Standards

Living Off the Environment: Economics of Agriculture, Geography, Culture, Settlement, Ethnic Heritage, Tolerance and the Holocaust

- SS.3.E.1.1** Give examples of how scarcity results in trade.
 - SS.3.E.1.3** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
 - SS.3.G.3.1** Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
 - SS.3.G.3.2** Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
 - SS.3.G.4.1** Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
 - SS.3.G.4.2** Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
 - SS.3.G.4.3** Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
 - SS.3.G.4.4** Identify contributions from various ethnic groups to the United States.
- Governmental Impact: Structure & Function of Government, Economics, Perception of Places**
- SS.3.C.1.1** Explain the purpose and need for government.
 - SS.3.C.1.2** Describe how government gains its power from the people.
 - SS.3.C.1.3** Explain how government was established through a written Constitution.
 - SS.3.C.2.1** Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
 - SS.3.C.3.1** Identify the levels of government (local, state, federal).
 - SS.3.C.3.2** Describe how government is organized at the local level.
 - SS.3.C.3.3** Recognize that every state has a state constitution.
 - SS.3.C.3.4** Recognize that the Constitution of the United States is the supreme law of the land.
 - SS.3.E.1.2** List the characteristics of money.
 - SS.3.E.1.3** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
 - SS.3.E.1.4** Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
 - SS.3.G.2.6** 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.



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10
Books Plus 2
Anchor Texts
Per Content
Area



Just wanted to say something to hold her tongue. She looked at him and thought he was going to get angry, not talking to her.

"Hey!" she said.

From behind the apple to her, his mouth too wide to smile.

"You're not smiling enough!" she yelled.

Just about his head reaching out.

"What is wrong with you?" Just was waiting to see what the enemy was up to today because they could hold her going to the hot side of the lemonade. A lot like what was going to happen!

From straggled his shoulder, his redneck was looking at her like he was looking down on someone else.

"But you are setting up a smart, right?" asked Justin.

"That, the good," said Drew, looking clearly at his apple. The just goes with it and when the work another entrance like and pulled out of the kitchen and down the basement stairs.

Take a step! How could he take it easy? The didn't take it easy when you were in the middle of a war.

Justin.

Justin he had already won the war: Could that be possible?

It was impossible!

There was no way Drew had earned a hundred dollars for one day of selling lemonade. He was Justin's mind almost like one of those long-legged birds on the beach. Had he? Could he? How was he calculating wrong? Was there some other way? Had she overheard some detail?

How much? Was she missing something?

Justin flipped open the school directory. Maybe it had a hidden detail. Justin he with the number take a chance, the smartest getting pencil about what was in the room of girls the straight line to see Megan.

"The girl's new class," said Justin.

Broward County Conceptual Topics Listed in Gold

F Denotes Fiction Titles

Diverse Florida Habitats Text Complexity (N-V)

Anchor Texts

- | | |
|----------------------------|---|
| R What Are Wetlands? | T Restoring Wetlands |
| N Life in a Swamp | R Dropping In On Orlando |
| P Gulf Coast Region | R Exploring Florida's Geography, Culture, and Climate |
| P Southern Atlantic Region | S The Missing Gator of Gumbo Limbo F |
| Q The Everglades | T Exploring Peninsulas |
| R Deadly Waters F | V The United States: Region by Region |

Watch Florida Grow Text Complexity (P-Z)

Anchor Texts

- | | |
|---|--|
| X The U.S. Civil War and Reconstruction | Z Florida: Past and Present |
| P American Indians in the 1800s | S The Southern Home Front of The Civil War |
| R Christopher Columbus Sailing to the New World | T Civil War and Reconstruction in Florida |
| R Immigration, Migration, and the Industrial Revolution | U Blown Away F |
| S The New Americans | U Strawberry Girl F |
| S The Reconstruction Era | V The Spanish American War |

Engineering Florida's Future Text Complexity (O-V)

Anchor Texts

- | | |
|---|--|
| S Hurricane Hunters and Tornado Chasers | V Florida's Fight for Equality |
| O In Business With Mallory F | R Information Systems Technician |
| Q Be A Meteorologist | R The Lemonade War* F |
| Q Deep Sea Fishing | T Florida's Economy: From the Mouse to the Moon |
| Q Environmental Engineer | T Growth of Florida: Pioneers and Technological Advances |
| R Helicopter Crew Chief | V Florida in the Early 20th Century: Boom and Bust |

Broward County Fourth Grade Independent Reading Library

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Broward County Fourth Grade Guided Reading Library

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F Denotes Fiction Titles

* Denotes Titles Available In Spanish

Early Florida Exploration Text Complexity (N-W)

Anchor Texts

- | | |
|--|--|
| W Seminole History and Culture | Juan Ponce de Leon |
| N Everglades Poacher Who Pretended F | P Seminole |
| O Muscogee (Creek) | Q What's Great About Florida? |
| O Spanish Explorers Of North America | S The Creation of Peninsulas |
| P Nations of the Southeast | S Explore with Francisco Pizarro |
| P Ponce de Leon: Exploring Florida and Puerto Rico | S Florida's American Indians through History |

Florida On the Move Text Complexity (O-U)

Anchor Texts

- | | |
|---|--|
| U Mary McLeod Bethune: Education and Equality | The Story of Disney |
| O Moonwalk F | R How Credit Cards Work |
| O Spacebusters: The Race To The Moon | S Lue Gim Gong: The Citrus Wizard |
| Q The Mystery at Walt Disney World F | S Saving Cash |
| Q Who Was Walt Disney?* | S What Are Goods and Services? |
| R Building a Dream | V Marjorie Kinnan Rawlings: Writing in Rural Florida |



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Grade 4 Standards

Early Florida Exploration: Early Florida Tribes, Explorers, Physical Features of Florida, Weather, Phosphate Industry

- SS.4.A.2.1** Compare Native American tribes in Florida.
- SS.4.A.3.1** Identify explorers who came to Florida and the motivations for their expeditions.
- SS.4.A.6.1** Describe the economic development of Florida's major industries.
- SS.4.E.1.2** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
- SS.4.G.1.1** Identify physical features of Florida.
- SS.4.G.1.2** Locate and label cultural features on a Florida map.
- SS.4.G.1.3** Explain how weather impacts Florida.

Florida On the Move: Economics, Immigration, Important People

- SS.4.A.4.1** Explain the effects of technological advances on Florida.
- SS.4.A.4.2** Describe pioneer life in Florida.
- SS.4.A.6.1** Describe the economic development of Florida's major industries.
- SS.4.A.6.2** Summarize contributions immigrant groups made to Florida.
- SS.4.A.6.3** Describe the contributions of significant individuals to Florida.
- SS.4.A.6.4** Describe effects of the Spanish American War on Florida.
- SS.4.A.7.3** Identify Florida's role in World War II.
- SS.4.A.8.3** Describe the effect of the United States space program on Florida's economy and growth.
- SS.4.A.8.4** Explain how tourism affects Florida's economy and growth.
- SS.4.E.1.1** People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
- SS.4.E.1.2** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.

Diverse Florida Habitats: Geography, Water Distribution, Laws & Policies Regarding Everglades, Resource Protection

- SS.4.A.4.1** Explain the effects of technological advances on Florida.
- 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.
- SS.4.C.2.1** Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2** Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3** Explain the importance of public service, voting, and volunteerism.
- SS.4.C.3.1** Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
- SS.4.C.3.2** Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- SS.4.G.1.1** Identify physical features of Florida.
- SS.4.G.1.2** Locate and label cultural features on a Florida map.
- SS.4.G.1.3** Explain how weather impacts Florida.
- 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).



Grade 4 Standards

Watch Florida Grow: Weather Effects, Agriculture During Reconstruction, Native Americans, St. Augustine

- SS.4.A.3.1** Identify explorers who came to Florida and the motivations for their expeditions.
- SS.4.A.3.2** Describe causes and effects of European colonization on the Native American tribes of Florida.
- SS.4.A.3.3** Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
- SS.4.A.3.4** Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.4.A.3.5** Identify the significance of Fort Mose as the first free African community in the United States.
- SS.4.A.3.6** Identify the effects of Spanish rule in Florida.
- SS.4.A.3.7** Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.4.A.3.8** Explain how the Seminole tribe formed and the purpose for their migration.
- SS.4.A.3.9** Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
- SS.4.A.3.10** Identify the causes and effects of the Seminole Wars.
- SS.4.A.5.1** Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- SS.4.A.5.2** Summarize challenges Floridians faced during Reconstruction.
- SS.4.A.6.1** Describe the economic development of Florida's major industries.
- SS.4.A.7.1** Describe the causes and effects of the 1920's Florida land boom and bust.
- SS.4.A.7.2** Summarize challenges Floridians faced during the Great Depression.
- SS.4.E.1.2** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.

Engineering Florida's Future: Economics

- SS.4.E.1.1** People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
- SS.4.E.1.2** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.

10
Books Plus 2
Anchor Texts
Per Content
Area



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9781328878854 \$2,707.97

F Denotes Fiction Titles
* Denotes Titles Available In Spanish

Navigation and the Age of Exploration Text Complexity (Q-U)

Anchor Texts

- | | |
|--|---|
| S Encounter | U Courageous Circumnavigators: True Stories of Around the World Adventurers |
| Q Age of Exploration | R Vasco Da Gama: Quest For The Spice Trade |
| Q Hernando Cortes: Spanish Invader Of Mexico | R Who Really Discovered America? |
| Q Pedro's Journal F | S Explore with Ponce de Leon |
| R Amistad: The Story Of A Slave Ship F | U The Adventures of Marco Polo |
| R Marquette And Jolliet: Quest For The Mississippi | U Christopher Columbus |

Arriving in the New World Text Complexity (Q-W)

Anchor Texts

- | | |
|---|--|
| T Go West: First Contact With Native Americans | U The First Settlers |
| Q Native Homes | T Native American Culture |
| S Children Of The Longhouse F | T The Spanish In Early America* |
| S Native Americans In Early America | U Double Life Of Pocahontas |
| S Story of Jamestown | U Native Americans |
| T A Timeline History of Early American Indian Peoples | W Surviving Jamestown: The Adventures of Young Sam Collier F |

Surviving in the New World Text Complexity (P-W)

Anchor Texts

- | | |
|---|--|
| T The Dreadful, Smelly Colonies | T The Real Story about Government and Politics in Colonial America |
| P A Lion To Guard Us F | T America's First Settlements* |
| P The Colonial Cook | T The Dish on Food and Farming in Colonial America |
| Q The Story Of Laura Ingalls Wilder: Pioneer Girl | U Colonial America: An Interactive History Adventure F |
| R Lewis And Clark: Opening The American West | U The Scoop on School and Work in Colonial America |
| R Who's That Stepping On Plymouth Rock? | W Plants As Food, Fuel, and Medicine* |

Broward County Conceptual Topics Listed in Gold



F Denotes Fiction Titles

Building a New Nation Text Complexity (Q-W)

Anchor Texts

- | | |
|--|---|
| T The Home Front of the Revolutionary War | W A Timeline History of the Early American Republic |
| Q The American Revolution | T The Boston Tea Party |
| R Rebellious Colonists and the Causes of the American Revolution | T The Creation Of The U.S. Constitution |
| S Betsy Ross and the American Flag | U Ben Franklin Of Old Philadelphia |
| S Who Was George Washington? | U Liberty! How the Revolutionary War Began |
| T A Rebel Among Redcoats: A Revolutionary War Novel F | W Elijah of Buxton F |

Future Exploration Text Complexity (S-V)

Anchor Texts

- | | |
|--|--|
| U All About Satellites | V Frontiers of Technology |
| R Journey to the Moon F | V How Do Scientists Explore Space? |
| S Technology Forces: Drones And War Machines | V Inventors and Discoveries* |
| S Technology: Feats & Failures* | V Thanks, NASA!* |
| T 21st Century: Mysteries of Deep Space* | V What Does Space Exploration Do for Us? |
| T All About Space Missions | W Racing The Moon F |

The Great Expansion Text Complexity (Q-X)

Anchor Texts

- | | |
|---|--|
| T The Oregon Trail and Westward Expansion | V Split History of Westward Expansion in the United States |
| Q Westward HO! F | S Westward Expansion |
| R From Independence to Oregon | S Young Riders Of The Pony Express |
| S Pioneer Life In The American West | V By The Great Horn Spoon F |
| S Spanish Missions: Forever Changing The People Of The Old West | X A Primary Source History of Westward Expansion |
| S The Oregon Trail | X Children Of The Wild West |

Grade 5 Standards

Navigation and Age of Exploration: Age of Exploration, Economics, Geography

- SS.5.A.3.1** Describe technological developments that shaped European exploration.
- SS.5.A.3.2** Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
- SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.
- SS.3.G.1.2** Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
- SS.5.G.1.4** Construct maps, charts, and graphs to display geographic information.
- SS.5.G.4.1** Use geographic knowledge and skills when discussing current events.
- SS.5.G.4.2** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Arriving In The New World: Geography, Native Americans, Agriculture, Astronomy and its importance to agriculture (ancient native American observatories)

- SS.5.A.2.1** Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
- SS.5.A.2.2** Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
- SS.5.A.2.3** Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
- SS.5.A.3.3** Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
- SS.5.E.1.1** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- SS.5.G.1.3** Identify major United States physical features on a map of North America.

Surviving In The New World: Human body, Food Preparation in colonial times (matter properties and chemical/ physical changes)

- SC.5.L14.1** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
- SC.5.L14.2** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
- SC.5.P.8.1** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.
- SC.5.P.8.2** Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.
- SC.5.P.8.3** Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.
- SC.5.P.9.1** Investigate and describe that many physical and chemical changes are affected by temperature.

Building A New Nation: Role of Slavery, American Revolution, Founding the Nation, Elections

- SS.5.A.4.6** Describe the introduction, impact, and role of slavery in the colonies.
- SS.5.A.5.1** Identify and explain significant events leading up to the American Revolution.
- SS.5.A.5.2** Identify significant individuals and groups who played a role in the American Revolution.
- SS.5.A.5.3** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
- SS.5.A.5.4** Examine and explain the changing roles and impact of significant women during the American Revolution.
- SS.5.A.5.5** Examine and compare major battles and military campaigns of the American Revolution.
- SS.5.A.5.6** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- SS.5.A.5.7** Explain economic, military, and political factors which led to the end of the Revolutionary War.
- SS.5.A.5.8** Evaluate the personal and political hardships resulting from the American Revolution.

Grade 5 Standards

Building A New Nation (continued)

- SS.5.A.5.9** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- SS.5.A.5.10** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
- SS.5.C.1.1** Explain how and why the United States government was created.
- SS.5.C.1.2** Define a constitution, and discuss its purposes.
- SS.5.C.1.3** Explain the definition and origin of rights.
- SS.5.C.1.4** Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
- SS.5.C.1.5** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- SS.5.C.1.6** Compare Federalist and Anti-Federalist views of government.
- SS.5.C.2.1** Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
- SS.5.C.2.2** Compare forms of political participation in the colonial period to today.
- SS.5.C.2.3** Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- SS.5.C.2.4** Evaluate the importance of civic responsibilities in American democracy.
- SS.5.C.2.5** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- SS.5.E.1.3** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.G.1.5** Identify and locate the original thirteen colonies on a map of North America.

Future Exploration: Economics/Inventions/Technology development

- SS.5.C.3.6** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.E.1.1** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

The Great Expansion: Westward Expansion, Transportation then vs. now, Communication then vs now

- SS.5.A.6.1** Describe the causes and effects of the Louisiana Purchase.
- SS.5.A.6.2** Identify roles and contributions of significant people during the period of westward expansion.
- SS.5.A.6.3** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.5.A.6.4** Explain the importance of the explorations west of the Mississippi River.
- SS.5.A.6.5** Identify the causes and effects of the War of 1812.
- SS.5.A.6.6** Explain how westward expansion affected Native Americans.
- SS.5.A.6.7** Discuss the concept of Manifest Destiny.
- SS.5.A.6.8** Describe the causes and effects of the Missouri Compromise.
- SS.5.A.6.9** Describe the hardships of settlers along the overland trails to the west.
- SS.5.C.3.1** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
- SS.5.C.3.2** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
- SS.5.C.3.3** Give examples of powers granted to the federal government and those reserved for the states.
- SS.5.C.3.4** Describe the amendment process as defined in Article V of the Constitution and give examples.
- SS.5.C.3.5** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- SS.5.C.3.6** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.E.1.3** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.E.2.1** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
- SS.5.G.1.6** Locate and identify states, capitals, and United States Territories on a map.
- SS.5.G.2.1** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

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