

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Locate Florida on a globe, on a world map, and on a United States map. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 2. Identify and locate Florida’s natural resources, major crops, products, and industries and determine their role in the agricultural and industrial growth of the state. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 3. Use legends and scales to determine elevations, distances, climates, landforms, and bodies of water. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 4. Recognize abbreviations commonly used on maps and compare legends on at least two different kinds of maps. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 5. Compare and contrast regions on a state map. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 6. Use the compass rose to determine cardinal and intermediate directions on a map. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 7. Use latitude and longitude to locate places within Florida. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 8. Name the states that border Florida. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 9. Identify the major bodies of water surrounding Florida. (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 	<p>A. After studying Florida’s geography, the students will:</p> <ol style="list-style-type: none"> a. Draw a free-hand map of Florida, locating and labeling major cities, bodies of water, and major attractions. b. Plan an automobile trip, using a highway map, to at least five major cities and/or attractions in Florida. c. Determine the latitude and longitude of the major cities visited in the driving trip. d. Write journal entries describing the natural resources, products, and industries seen along their route. (SS.A.6.2.2) (SS.B.1.2.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<ol style="list-style-type: none"> 1. Describe the Everglades and the importance of this area to Florida’s environment. (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) 2. Identify current environmental problems in Florida. (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) 3. Cite examples of endangered species of plants and animals found in Florida. (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) <ol style="list-style-type: none"> 1. Gather and relate data from different sources relative to Florida’s history. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.7) (SS.B.1.2.2) 2. Conduct library research on Florida history, past and present. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.7) (SS.B.1.2.2) 3. Identify Native American Indian tribes and research their lifestyles. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) (SS.B.1.2.2) 4. Discuss major conflicts in Florida’s history. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) 5. Research famous men and women, both past and present, who have contributed to Florida’s development. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) 	<p>B. After studying the Everglades and its environmental importance, students will:</p> <ol style="list-style-type: none"> a. Research current environmental problems affecting the Everglades; e.g., agricultural run-off, development. b. Write a letter to a government official outlining a problem and proposing a solution to the problem. c. Create a bulletin board consisting of articles, both positive and negative, on the Everglades. (SS.B.1.2.1) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.4) <p>A. While studying Florida’s history, the students will:</p> <ol style="list-style-type: none"> a. Complete a time line illustrating major events in Florida’s history from 1513 to the present. b. Create a portrait gallery of historical personalities who have contributed to Florida’s history. c. Research the impact of various nations, both past and present, on Florida’s history and culture. d. Compare and contrast the current Native American Indian cultures in Florida with the cultures as they existed prior to the arrival of Europeans. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.3.2.4) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) (SS.A.6.2.7)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> 1. Discuss reasons why state government is necessary; e.g., lawmaking, environmental protection, law enforcement, education. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.4.2.4) (SS.C.2.2.2) (SS.C.2.2.5) 2. Explain the method of election and role of the governor, lieutenant governor, and the state legislators who represent Miami-Dade County districts. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.4.2.4) (SS.C.2.2.5) 3. Explain how laws and the judicial process help solve local, state, and personal problems. (SS.A.1.2.1) (SS.A.3.2.3) (SS.A.4.2.4) (SS.C.2.2.5) 4. Discuss and describe the workings of the three levels of government: local, state, and national; and the three branches of government: executive, legislative, and judicial. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.4.2.4) (SS.C.2.2.5) 5. Outline the rights and responsibilities of a good citizen. (SS.A.1.2.1) (SS.C.2.2.1) (SS.C.2.2.2) (SS.C.2.2.3) (SS.C.2.2.5) 6. Distinguish between fact and opinion. (SS.A.1.2.1) (SS.C.2.2.1) (SS.C.2.2.2) (SS.C.2.2.5) 7. Discuss the requirements for voting and its importance. (SS.A.1.2.1) (SS.C.2.2.1) (SS.C.2.2.2) (SS.C.2.2.3) (SS.C.2.2.5) 8. Describe resources available to assist people in making informed choices. (SS.A.1.2.1) (SS.C.2.2.1) (SS.C.2.2.5) 	<p>A. After reading about and discussing the purposes of local and state governments, students will:</p> <ol style="list-style-type: none"> a. Create a poster illustrating the structure of local and state government. b. Use the newspaper or view television news to identify state and local problems. c. Suggest ways that state and local government can address and/or solve the identified problems. d. Write a letter to a local or state representative proposing solutions to the identified problems. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.6.2.7) (SS.C.2.2.1) (SS.C.2.2.5)

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> 1. Examine tourism, agriculture, trade, and the environment in Florida from the political, economic, and social perspectives. (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 2. Discuss current economic issues in Florida. (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 3. Identify and describe the various types of business, industry, and natural resources in Florida. (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 4. Discuss ways in which occupational choices are linked to the Florida economy. (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.1.2.5) (SS.D.2.2.1) 5. Define interdependence, production, cost effectiveness, recession, depression, profit and loss, and supply and demand. (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.2.2.2) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 6. Distinguish between producers of goods and providers of services. (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.B.1.2.2) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 7. Discuss the value of a good worker to industry. (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.2.2.1) 	<p>A. After studying selected businesses and industries in Florida, students will:</p> <ol style="list-style-type: none"> a. Illustrate the impact of business and industry on Florida’s environment in an visual format. b. Develop a large classroom map showing the location of major products and resources in Florida. c. Report on the specifics of a selected occupation in Florida in terms of earning and advancement potential, job security, and future job security. (SS.A.1.2.2) (SS.B.1.2.1) (SS.B.2.2.3) (SS.B.2.2.4) (SS.D.1.2.5)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> 1. Describe the importance of primary sources in the study of culture; e.g., artifacts, photographs, and recordings. (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) 2. Examine artifacts representative of Florida’s history and culture. (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.5.2.7) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) 3. Identify the state bird, mammal, tree, and flower. (SS.A.5.2.7) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) 4. Construct a chart which shows the contributions made by the various cultures within Florida. (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) (SS.B.1.2.1) <ol style="list-style-type: none"> 1. Define the terms discrimination, prejudice, and stereotype and give examples of each. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) 2. Investigate the problems and adjustments faced by newly arrived immigrants to the United States and, in particular, Florida. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.1) 3. Identify the major immigrant groups in South Florida. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) 4. Formulate a list of helpful suggestions that will assist a person (newly relocated) in adjusting to a new environment. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4) (SS.A.6.2.5) 	<ol style="list-style-type: none"> A. After examining artifacts, photographs, and other materials representative of Florida’s history and culture, students will: <ol style="list-style-type: none"> a. Identify Florida’s symbols and hypothesize as to why they were chosen. b. Propose possible alternative choices for our state symbols and provide reasons for the alternatives. c. Select a specific artifact and prepare an oral or written report on the artifact’s significance. d. Create a time capsule which includes items that reflect current Florida culture. (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.6.2.1) (SS.A.6.2.3) (SS.A.6.2.4.) (SS.A.6.2.5) B. After defining discrimination, prejudice, and stereotypes and discussing current related issues in Florida, students will: <ol style="list-style-type: none"> a. Compare their lifestyles to lifestyles of persons in other countries by compiling a chart in terms of housing, education, food, transportation, technology, entertainment, and income. b. Draw pictures or create a collage that represents the literature, music, and art forms of selected cultures. c. Develop a news program focusing on the difficulties immigrants experience during acculturation. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.6.2.3) (SS.A.6.2.4)

COMPONENT	OBJECTIVES	COMPETENCY
VI Global Perspective	<ol style="list-style-type: none"> 1. Examine Miami’s location relative to nations in the Caribbean, Central, and South America. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 2. Determine what imports and exports pass through Miami’s seaport and airport. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 3. Examine how Miami’s role as an international trading center has grown and developed and list the factors that have contributed to this growth. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 4. Identify some of the different international businesses located in South Florida. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 5. Distinguish between legal and illegal trade and suggest what can be done to eliminate illegal trade. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 6. Evaluate the effect of trade between South Florida and the nations of the Caribbean, Central and South America. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.2) (SS.A.6.2.3) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.4) (SS.B.2.2.1) (SS.B.2.2.2) 	<p>A. After studying Miami’s position as a gateway to the Caribbean, Central, and South America, students will:</p> <ol style="list-style-type: none"> a. Trace trade routes between South Florida, the Caribbean, and Latin America and label the commodities being traded along these routes. b. Write an essay explaining why South Florida, especially Miami, has been designated as the “Gateway to the Caribbean, Central and South America.” (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.2) (SS.A.6.2.3) (SS.B.1.2.1) (SS.B.2.2.1) (SS.B.2.2.2)