

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Identify the four hemispheres. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.2) 2. Apply basic map and globe skills such as determining directions, using scale, and interpreting a map legend by creating a map of the student's neighborhood. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.2) 3. Recognize that the United States, Canada, and Mexico are part of the North American continent. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.2) 4. Locate major mountain ranges and bodies of water on a map and globe, including those in and around North America. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.2) 5. Locate and name the original thirteen colonies. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.2) 6. Analyze the impact of geography on the exploration, settlement, and expansion of the United States. (SS.A.1.2.2) (SS.A.4.2.1) (SS.A.4.2.2) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.1) (SS.B.2.2.2) 	<p>A. After studying the importance of geography to the early exploration and settlement of North America, students will:</p> <ol style="list-style-type: none"> a. Create a mini-atlas to include a world map showing major New World exploration routes, a map of the original thirteen colonies, and a map showing major trails and routes to settle the American West. b. Locate, on a map of North America, the geographic barriers that impacted early exploration, colonization, and westward expansion; e.g., oceans, mountains, rivers, deserts. c. Write a series of three diary entries from the point of view of an early explorer or western settler including the hardships they faced. d. Participate in a class discussion on the impact of geography on the exploration and settlement of North America. (SS.A.1.2.2) (SS.A.4.2.1) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.1) (SS.B.2.2.2)

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<p>II Historical Awareness</p>	<ol style="list-style-type: none"> 1. Define change and discuss examples in early history that contributed to the development of the United States; i.e., Middle Ages, Renaissance, growth of trade, exploration. (SS.A.2.2.5) (SS.A.2.2.6) (SS.A.2.2.7) 2. Define conflict and discuss factors that cause conflict. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.4.2.5) (SS.A.4.2.6) (SS.A.5.2.3) (SS.A.5.2.4) (SS.A.5.2.6) (SS.A.5.2.7) (SS.A.5.2.8) (SS.A.6.2.4) 3. Construct time lines. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) (SS.A.4.2.5) (SS.A.4.2.6) (SS.A.5.2.3) (SS.A.5.2.4) (SS.A.5.2.6) (SS.A.5.2.7) (SS.A.5.2.8) (SS.A.6.2.4) 4. Cite examples of social, political, economic, or military conflicts in United States history. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.4.2.3) (SS.A.4.2.5) (SS.A.4.2.6) (SS.A.5.2.3) (SS.A.5.2.4) (SS.A.5.2.6) (SS.A.5.2.7) (SS.A.5.2.8) (SS.A.6.2.4) <ol style="list-style-type: none"> 1. Read biographies, short stories, poetry, myths, legends, and folklore related to United States history. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.4.2.5) (SS.A.5.2.4) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 2. Identify the contributions made to United States history, including the fields of communication and technology by people from various racial, ethnic, gender, and minority groups. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.1) (SS.A.4.2.5) (SS.A.5.2.4) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 	<ol style="list-style-type: none"> A. After studying the concept of conflict in United States history, students will: <ol style="list-style-type: none"> a. Select a specific conflict for analysis. b. Develop a time line which indicates the events leading to a specific conflict and which also indicates the results of the conflict. c. Suggest ways by which the selected conflict could have been averted. d. Draw a political cartoon illustrating the selected conflict. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.1.2.3) B. After reading biographies of Americans in selected periods of United States history, students will: <ol style="list-style-type: none"> a. Create a “talk show” with famous Americans that emphasizes accomplishments, goals, aspirations, and philosophies. b. Participate in a class discussion evaluating the lasting contributions of the individuals represented. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.6.2.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> 1. Identify the Declaration of Independence, the United States Constitution, and the Bill of Rights as the documents that serve as the basis for American democratic principles. (SS.A.1.2.1) (SS.A.4.2.4) (SS.C.2.2.4) (SS.C.2.2.5) 2. Discuss the major democratic principles and concepts outlined in the United States Constitution and Bill of Rights; e.g., freedom, justice, equality, majority rule, minority rights. (SS.A.1.2.1) (SS.A.4.2.4) (SS.C.2.2.2) (SS.C.2.2.4) (SS.C.2.2.5) 1. Compare and contrast representative democracy to other forms of government; e.g., monarchy, communism, dictatorship. (SS.A.1.2.1) (SS.A.2.2.4) (SS.A.3.2.3) (SS.A.3.2.4) (SS.A.4.2.4) (SS.C.2.2.4) 2. Identify the United States Constitution as the basis for United States law. (SS.A.1.2.1) (SS.A.3.2.3) (SS.A.3.2.4) (SS.A.4.2.4) (SS.C.2.2.4) 3. Discuss the importance of voting and identify voting requirements; e.g., citizenship, age, registration. (SS.A.1.2.1) (SS.A.3.2.4) (SS.A.4.2.4) (SS.C.2.2.3) 4. Discuss the responsibilities of local, state, and national governments. (SS.A.1.2.1) (SS.A.3.2.4) (SS.A.4.2.4) 5. Describe the functions of the three branches of the national government. (SS.A.1.2.1) (SS.A.3.2.4) (SS.A.4.2.4) 	<p>C. After studying historical documents, including the Declaration of Independence, the United States Constitution, and the Bill of Rights, students will:</p> <ol style="list-style-type: none"> a. Participate in a class discussion on the major democratic concepts and principles found in each document. b. Create a new American symbol that illustrates one or more democratic concepts or principles. c. Role play situations that illustrate key democratic principles and/or individual rights and responsibilities. (SS.A.1.2.1) (SS.A.4.2.4) (SS.C.2.2.2) (SS.C.2.2.3) (SS.C.2.2.4) <p>A. After studying the United States government and its three branches, students will:</p> <ol style="list-style-type: none"> a. Construct a diagram outlining the steps required for a bill to become a law. b. Compile a list of examples of problems and concerns that should be addressed at the national level. c. Propose legislation to address at least one of the problems and concerns identified. d. Role play a class legislative session where the proposed legislation will be debated. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.2.2.4) (SS.A.3.2.4) (SS.A.4.2.4)

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<p>IV Economic Understanding</p>	<p>6. Discuss the role of the following in the government: president, vice-president, senators, representatives, Supreme Court justices. (SS.A.1.2.1) (SS.A.3.2.4) (SS.A.4.2.4)</p> <p>7. Discuss the system of checks and balances. (SS.A.1.2.1) (SS.A.4.2.4)</p> <p>8. Outline the steps required for a bill to become a law. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.4.2.4)</p> <p>1. Discuss the significance of being a politically active citizen; e.g., campaigning, voting, volunteering. (SS.A.1.2.1) (SS.C.2.2.1) (SS.C.2.2.3) (SS.C.2.2.5)</p> <p>2. Identify important environmental issues. (SS.A.1.2.1) (SS.C.2.2.5)</p> <p>1. Describe the relationship between economics and technology. (SS.A.2.2.1) (SS.A.5.2.7) (SS.B.1.2.2) (SS.B.1.2.4) (SS.D.1.2.1) (SS.D.2.2.2)</p> <p>2. Define the following economic terms: economic growth, competition, supply and demand, raw material, import and export. (SS.A.5.2.7) (SS.D.1.2.1) (SS.D.2.2.2)</p> <p>3. Demonstrate that increased specialization provides a higher standard of living through increased productivity. (SS.A.1.2.2) (SS.A.5.2.7) (SS.B.1.2.2) (SS.D.1.2.1) (SS.D.2.2.2)</p>	<p>B. After reading poems, articles, and books that express environmental concerns, and discussing the importance of civic activism, students will:</p> <p>a. Plan and implement a school/community project which addresses an environmental issue.</p> <p>b. Write a short story about the future if the environment is not preserved.</p> <p>c. Design bumper stickers encouraging other citizens to protect the environment. (SS.A.1.2.1) (SS.C.2.2.1)</p> <p>A. After studying basic economic concepts, students will:</p> <p>a. Identify the factors that determine the price and availability of consumer goods.</p> <p>b. Select a specific product and develop a chart that lists the raw materials required to produce it and the geographic region where those raw materials are found.</p> <p>c. Plot on a graph an imaginary supply and demand curve for the specific product selected in b. above. (SS.A.1.2.2) (SS.B.1.2.2) (SS.D.1.2.1) (SS.D.2.2.1)</p>

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	<ol style="list-style-type: none"> 4. Identify the social and political consequences of industrialization and urbanization in the United States after 1880. (SS.A.5.2.2) 5. Understand that buyers will typically be willing to purchase a smaller amount of goods or services at higher prices. (SS.A.5.2.7) (SS.D.1.2.1) (SS.D.2.2.2) 6. Understand that buyers will typically offer a greater amount of goods and services at higher prices. (SS.A.5.2.7) (SS.D.1.2.1) (SS.D.2.2.2) 7. Cite evidence to support the claim that the government protects the consumer. (SS.A.5.2.7) (SS.D.1.2.1) (SS.D.1.2.4) (SS.D.2.2.2) (SS.D.2.2.4) 8. Compare the economy of the United States to other selected countries. (SS.D.1.2.1) (SS.D.2.2.2) 9. Recognize the social and economic impact of the Great Depression on American society. (SS.A.5.2.5) 1. Recognize that taxes are paid at the local, state, and federal levels. (SS.A.3.2.3) (SS.D.1.2.4) (SS.D.2.2.4) (SS.C.2.2.3) 2. Identify examples of government services provided through tax dollars. (SS.A.3.2.3) (SS.D.1.2.4) (SS.D.2.2.4) 3. Evaluate whether our tax dollars are spent wisely and cite examples of good use or abuse. (SS.A.3.2.3) (SS.D.1.2.4) (SS.D.2.2.4) 	<ol style="list-style-type: none"> B. After examining the purpose of taxes, students will: <ol style="list-style-type: none"> a. Write an opinion paragraph on the need for taxation at either local, state, or national levels. b. Construct a collage that identifies ways which tax dollars are used to provide needed services. (SS.D.2.2.4.)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> 1. Evaluate the adverse effects of labeling and stereotyping. (SS.A.1.2.1) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 2. Define culture, custom, tradition, ethnic, acculturation, heritage, migration, immigration, and ethnocentricity. (SS.A.1.2.1) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 3. Compare and contrast the customs and traditions of various culture groups. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) (SS.B.2.2.1) 4. Identify major immigrant groups in South Florida. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) (SS.A.6.2.6) 5. Construct tables, charts, and graphs. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.1) <ol style="list-style-type: none"> 1. Gather data from a variety of sources relative to United States history. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 2. Identify major groups who have immigrated to the United States. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 3. Discuss factors that contributed to immigration to the United States. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 4. Discuss the contributions of immigrant groups to American society; i.e., social, political, economic, religious. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) 	<ol style="list-style-type: none"> A. After reading and studying selected articles on various cultural groups in the United States and participating in discussions, students will: <ol style="list-style-type: none"> a. Compare and contrast cultural aspects of one United States family with that of another by writing an expository essay. b. Write an opinion paper on whether the United States is a “tossed salad” or a “melting pot” of cultures. c. Provide examples, through role play, of how Americans borrow and exchange customs and traditions. d. Construct graphs comparing the population of various cultural groups. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.2.2.1) B. After reading about and discussing immigration to the United States, students will: <ol style="list-style-type: none"> a. Discuss the concept of immigration and outline the reasons people have immigrated. b. Compare and contrast the traditions and customs brought by immigrants to the United States. c. Present an oral report on a selected group of people and their contributions to the United States. d. Create a calendar that depicts traditions and customs associated with immigrant groups. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.5)

COMPONENT	OBJECTIVES	COMPETENCY
VI Global Perspective	<ol style="list-style-type: none"> 1. Examine the role of the United States in the world community. (SS.A.1.2.1) (SS.A.3.2.3) (SS.A.5.2.8) (SS.B.1.2.3) (SS.C.2.2.4) (SS.D.1.2.1) 2. Describe the functions of United States peacekeeping forces and discuss ways in which the United States deals with national and global conflicts. (SS.A.1.2.1) (SS.A.3.2.3) (SS.A.5.2.8) (SS.B.1.2.3) (SS.C.2.2.4) (SS.D.1.2.1) 3. Identify and describe current global issues; e.g., environmental concerns, peace, food, hunger, ethnic cleansing. (SS.A.1.2.1) (SS.A.3.2.3) (SS.A.5.2.8) (SS.B.1.2.3) (SS.B.2.2.1) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.4) (SS.D.1.2.1) 4. Analyze global problems from multiple perspectives; i.e., child-adult, Europe-United States, rich-poor, democracy-dictatorship. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.5.2.8) (SS.B.1.2.3) (SS.B.2.2.1) (SS.C.2.2.4) (SS.D.1.2.1) 5. Identify organizations and agencies involved in the world peace process; e.g., United Nations. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.5.2.8) (SS.B.1.2.3) (SS.C.2.2.4) (SS.D.1.2.1) 	<p>A. After studying global issues, students will:</p> <ol style="list-style-type: none"> a. Write an essay or an editorial or draw a political cartoon on a current global issue. b. Analyze and critique two editorials presenting different viewpoints on a similar global issue. c. Create a global issues bulletin board. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.3) (SS.A.5.2.8)