

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Locate cities, states, and nations on a world map and/or globe (North America, South America, Africa, Asia, Europe, and Australia). (SS.B.1.1.3) (SS.B.1.1.4) 2. Identify and locate the seven continents and four oceans. (SS.B.1.1.4) 3. Interpret map symbols using an age-appropriate legend. 4. Know and be able to use the cardinal directions on a map; i.e., north, south, east, and west. 5. Introduce intermediate directions; i.e., northeast, southeast, northwest, southwest. 6. Differentiate between major landforms and bodies of water. (SS.B.1.1.3) <ol style="list-style-type: none"> 1. Identify a variety of environmental problems. (SS.B.2.1.4) 2. Describe possible solutions to environmental problems and identify groups or individuals who can resolve the existing problems. (SS.B.2.1.4) 	<p>A. After participating in shared reading sessions of stories about families in North America, South America, Africa, Asia, Europe and Australia and participating in class discussions regarding the national ancestry of class members, students will:</p> <ol style="list-style-type: none"> a. Use a map and globe to locate and name the places that were the focus of their reading and class discussions. b. Use a map and globe to label the continents and oceans. c. Identify and locate geographic features that are described in stories or mentioned in class discussions. d. Create their own picture dictionaries that represent geographic features found in the stories. (SS.B.1.1.4) <p>B. After discussing the importance of protecting the environment and listening to and/or reading stories, articles, and poems that depict environmental concerns and problems, students will:</p> <ol style="list-style-type: none"> a. Write an illustrated story, commercial, or advertisement highlighting an environmental problem and proposing a possible solution. b. Develop a classroom recycling project. (SS.B.2.1.4)

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II Historical Awareness	<ol style="list-style-type: none"> 1. Identify people who are historically significant in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.2) (SS.A.1.1.4) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.2) (SS.A.3.1.3) (SS.A.5.1.1) 2. Describe key historical events in selected countries in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.2) (SS.A.1.1.4) (SS.A.3.1.1) (SS.A.3.1.2) (SS.A.3.1.3) 3. Identify various methods of travel used over time and the advantages and disadvantages of each; e.g., the use of animals and nonmotorized vehicles. (SS.A.2.1.2) 4. Describe how methods of communication have changed over time; e.g. communicating by gestures, oral stories, pictographs, hieroglyphics, different alphabets, writing by hand, printing with machines. (SS.A.2.1.1) 5. Utilize appropriate library resources. 	<p>A. After reading or listening to stories, songs, and/or poems about people from North America, South America, Europe, Asia, Africa, and Australia who made contributions to history, students will:</p> <ol style="list-style-type: none"> a. Distinguish between past and present and place/events people in a chronological sequence. b. Describe the contributions of important individuals and explain how these contributions have impacted the world. c. Develop and participate in skits which reflect the historical contribution of important world figures. (SS.A.1.1.2) (SS.A.1.1.4) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.3)
III Civic Responsibility	<ol style="list-style-type: none"> 1. Discuss the importance of cooperation in human relationships. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3) 2. Demonstrate respect for the rights and property of others. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3) 3. Discuss the importance of honesty and truthfulness in dealing with others. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3) 4. Recognize that rights are accompanied by responsibilities. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.2) (SS.C.2.1.3) 5. Describe positive methods for resolving conflict. (SS.C.1.1.3) 	<p>A. After discussing the responsibilities of family members and the characteristics of good citizens, the students will:</p> <ol style="list-style-type: none"> a. Develop a list of students' rights and corresponding responsibilities. b. Create a set of classroom rules suggesting rewards or consequences for appropriate or inappropriate behavior. c. Create pictures that depict cooperation among individuals and groups. d. Develop appropriate criteria for a classroom "Good Citizenship" award. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.2) (SS.C.2.1.3)

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IV Economic Understanding	<p>6. Discuss the meaning of key words in the Pledge of Allegiance; e.g., justice, pledge, allegiance, republic, indivisible. (SS.C.1.1.3)(SS.C.2.2.1)</p> <p>1. Distinguish between needs and wants. (SS.B.2.1.3) (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.2.1.1) (SS.D.2.1.4)</p> <p>2. Introduce the concepts of supply, demand, specialization, and division of labor. (SS.B.1.2.3) (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.2.1.1) (SS.D.2.1.4)</p> <p>3. Define and provide examples of consumption. (SS.D.1.1.1) (SS.D.1.1.3) (SS.D.1.1.4) (SS.D.2.1.1) (SS.D.2.1.4)</p> <p>4. Discuss how advertising is used to sell goods and services. (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.2.1.1) (SS.D.2.1.2) (SS.D.2.1.4)</p> <p>5. Explain how families depend upon products and services to meet their needs. (SS.A.1.1.1) (SS.B.1.2.3) (SS.D.1.1.1) (SS.D.1.1.3) (SS.D.1.1.4) (SS.D.2.1.1) (SS.D.2.1.2) (SS.D.2.1.4)</p> <p>6. Identify the basic functions of a bank. (SS.D.2.1.3)</p>	<p>A. After listening to and/or reading stories about differing lifestyles of families in North America, South America, Africa, Asia, Europe, and Australia, the students will:</p> <p>a. Discuss individual needs and wants versus group needs and wants.</p> <p>b. Draw a picture that represents the contributions of family members to the maintenance and well-being of the family.</p> <p>c. Chart the products and services required for a typical family to meet its needs and identify the provider of these products and services. (SS.B.1.2.3) (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.2.1.1)</p>
V Cultural Awareness	<p>1. Develop an awareness of similarities and differences among people. (SS.A.1.1.1)</p> <p>2. Recognize contributions of various cultural groups.</p> <p>3. Examine individual and group attitudes and values.</p> <p>4. Discuss how ideas move from place to place. (SS.B.2.1.5)</p>	<p>A. After examining the concept of culture and its impact on society, the students will:</p> <p>a. Discuss the cultural backgrounds of members of the class.</p> <p>b. Listen to stories that focus on the cultural traditions of groups of people living in North America, South America, Africa, Asia, Europe, and Australia.</p> <p>c. List examples of the methods by which culture is transmitted to young members of any society.</p>

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<p>VI Global Perspective</p>	<ol style="list-style-type: none"> 1. Describe family lifestyles in North America, South America, Africa, Asia, Europe, and Australia. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.3) 2. Define custom/tradition. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.3) 3. Describe representative customs and traditions in selected countries. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.3) 4. Share traditions and customs of students' families in the class. (SS.A.1.1.2) (SS.A.4.1.4) 5. Compare and contrast the varying family lifestyles of classmates. (SS.A.1.1.2) 6. Discuss age-appropriate current events relative to family life. (SS.A.1.1.2) 	<p>d. Develop a poster that identifies the similarities and/or differences among cultures in categories determined by the students; e.g., marriage customs, holiday traditions. (SS.A.1.1.1)</p> <p>A. After studying about families in North America, South America, Africa, Asia, and Europe, and Australia, the students will:</p> <ol style="list-style-type: none"> a. Discuss the “cultural shock” families from selected countries might experience when they relocate to South Florida; e.g., language, customs, diet. b. Create a classroom bulletin board depicting customs and traditions enjoyed by families in North America, South America, Africa, Asia, Europe, and Australia. c. Participate in a cultural experience that will introduce them to an aspect of life from another country; e.g., food, dance, games, music. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.3) (SS.A.4.1.4)