

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Recognize that maps and globes are utilized to provide directions as well as other types of information. (SS.A.5.1.4) 2. Recognize common map symbols used in map legends; e.g., dots/stars for cities, lines, colors, pictures. (SS.A.5.1.4) 3. Use a compass rose as it relates to the cardinal and intermediate directions on a map; i.e., north, south, east, west, northeast, southeast, northwest, southwest. <ol style="list-style-type: none"> 1. Define and give examples of urban, suburban, and rural communities. 2. Describe how major geographical features may determine the location of a community; e.g., access to water, availability of natural resources. 3. Describe the modes of transportation used to move people products and the advantages and disadvantages of each. (SS.B.2.1.5) 4. Demonstrate how a map legend is used to designate geographic features on a map. 5. Compare pictures and maps of a given area. 	<ol style="list-style-type: none"> A. After participating in a walking tour of the school, the students will: <ol style="list-style-type: none"> a. Prepare a basic map of the school that identifies important places and includes a legend and a compass rose. b. Use a cardinal and intermediate directions to describe places in the school relative to students' classroom location; e.g., the media center is north of the classroom. c. Participate in a scavenger hunt on the school grounds which emphasizes the use of cardinal and intermediate directions. B. After studying different types of communities (urban, suburban, rural), the students will: <ol style="list-style-type: none"> a. Complete visual examples of each type of community. b. Describe the characteristics of each type of community. c. Draw representative pictures and maps of imaginary communities.

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<ol style="list-style-type: none"> 1. Describe environmental problems in the local community. (SS.B.2.1.4) 2. Collect information on and propose solutions to environmental problems. (SS.B.2.1.4) 3. Use appropriate resources to study an identified topic. <ol style="list-style-type: none"> 1. Recognize that each community contains groups of people who have contributed to the community's cultural diversity. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.5.1.4) 2. Recognize that communities change over time. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.4) (SS.A.5.1.4) (SS.B.2.1.2) 3. Identify prominent citizens who have made contributions to the community. (SS.A.1.1.2) (SS.A.5.1.4) 	<ol style="list-style-type: none"> C. After reading and discussing selections from books, magazines, and newspapers that describe environmental problems and propose possible solutions, the students will: <ol style="list-style-type: none"> a. Write an essay, poem, story, or play script, that will become part of a published class book, suggesting ways to improve the quality of life in the local community. b. Propose, develop, and implement a group project focusing on a community-related environmental concern. (SS.B.2.1.4) A. After studying communities in the United States, including their own, the students will: <ol style="list-style-type: none"> a. Interview family members and/or neighbors to identify changes that have taken place in the community in the past 20 years. b. Share their interview findings with the class. c. Create a chart or diagram to compare and contrast the local community with a community in another part of the country. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.5.1.4.) (SS.B.2.1.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> 1. Define the rights, duties, privileges, and responsibilities of citizens in a community. (SS.C.1.1.2) (SS.C.2.1.2) (SS.C.2.1.3) 2. Identify the Constitution as a written document that outlines the fundamental purposes of American Government; e.g., to promote the common good, to protect individual rights, including the rights of privacy. (SS.C.1.1.6) (SS.C.2.1.4) 3. Examine the role of government and cite the ways in which it strives to meet the needs of the community by providing services and maintaining order. (SS.C.1.1.2) (SS.C.1.1.5) 4. Identify major elected officials. (SS.C.1.1.4) 5. Demonstrate the importance of being an active member of the community (recycling, community service, voting, volunteering). (SS.C.1.1.2) (SS.S.2.1.3) 6. Gather and relate data from different sources; e.g., local newspaper articles. 7. Discuss methods for resolving community conflicts. 8. Understand that people in communities rely on each other and are interdependent. (SS.C.2.1.3) 	<p>A. After studying the roles and responsibilities of selected groups and individuals within the community, the students will:</p> <ol style="list-style-type: none"> a. Propose community and/or school projects that would require active participation by members of the community. b. Participate in a community project that will improve a given situation; e.g., clean-up/beautification, canned food drive, visit to shut-ins, encouraging citizens to vote. c. Create a visual display that depicts the role of government and the role of private citizens in improving the community. (SS.C.2.1.2) (SS.C.2.1.3)

COMPONENT	OBJECTIVES	COMPETENCY
IV Economic Understanding	<ol style="list-style-type: none"> 1. Define economic terms; i.e., production, goods, services, trade, market, distribution, credit, supply, demand. (SS.B.2.1.3) (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) 2. Cite examples of different kinds of resources; i.e., human, natural, and man-made. (SS.D.1.1.2) 3. Differentiate between occupations which produce goods and occupations which perform services. (SS.A.5.1.4) (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) 4. Recognize the need for different types of jobs in the community. (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) 5. Understand that cooperation and effort are needed in the world of work. (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.2.1.4) 6. Interpret a graph related to an economic concept. (SS.D.1.1.4) 	<p>A. After studying the economy of the community, the students will:</p> <ol style="list-style-type: none"> a. Differentiate between goods and services and cite community examples. b. Classify the types of jobs that exist in their community; e.g., agricultural, industrial, service. c. Survey classmates to determine occupational interests and convert the information into a bar graph or a pictograph. (SS.B.2.1.3) (SS.D.2.1.1)
V Cultural Awareness	<ol style="list-style-type: none"> 1. Develop an appreciation of cultures other than one's own. 2. Discuss the skills needed to live and work in a multi-ethnic and rapidly changing community. (SS.B.2.1.2) 3. Examine the customs and traditions of various cultural groups, past and present. (SS.A.4.1.4) 4. Recognize the adverse effects of labeling and stereotyping. 5. Demonstrate self-worth and pride through group interaction. 6. Distinguish between fact and opinion. 	<p>A. After examining the cultures that exist in the local community, the students will:</p> <ol style="list-style-type: none"> a. Listen to or read stories that focus on the customs and traditions of cultures represented in the community. b. Discuss the cultural backgrounds of class members, focusing on cultural pride and respect. c. Write and illustrate a story about South Florida that focuses on positive interaction between cultural groups. (SS.A.4.1.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<ol style="list-style-type: none"> 1. Demonstrate how group living requires cooperation and interaction among diverse groups of people. 2. State the importance of cooperation in human relationships. 3. Recognize and give examples of interdependence of people and groups in communities. 4. Recognize the importance of cultural diversity. 5. Discuss age-appropriate current events relative to human rights. 	<p>A. After studying cultural groups represented in the community and in North America, South America, Africa, Asia, Europe, and Australia, students will:</p> <ol style="list-style-type: none"> a. Recognize that people have different customs and traditions. b. Develop an original class or group slogan illustrating the importance of respecting other cultures. c. Create a visual display; e.g., bulletin board, illustrating aspects of cultural diversity