

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Use cardinal and intermediate directions to locate places on the map. (SS.B.1.2.1) 2. Recognize that a scale is used to determine distances on a map. (SS.B.1.2.1) 3. Identify factors which contribute to changes on the earth; e.g., wind, water, people, and forces within the earth. (SS.B.1.2.1) (SS.2.2.1) 4. Use a map legend to associate map symbols with the physical features of an area. (SS.B.1.2.1) <ol style="list-style-type: none"> 1. Identify various types of maps and globes; e.g., political, relief, and pictorial. (SS.A.6.2.1) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 2. Introduce the terms longitude, latitude, equator, Prime Meridian, International Dateline, time zones, and axis. (SS.A.6.2.1) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) 3. Recognize and locate continents. (SS.A.6.2.1) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) 4. Locate Florida and the United States on a map of North America, comparing their sizes and shapes with other states and nations. (SS.A.6.2.1) (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) 5. Determine how places identified on the various maps are connected by transportation and communication. (SS.A.2.2.2) (SS.A.6.2.1) (SS.A.6.2.2) (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) (SS.B.2.2.4) 	<ol style="list-style-type: none"> A. After reviewing geographic skills; i.e., cardinal and intermediate directions, distance/scale, reading a legend, the students will: <ol style="list-style-type: none"> a. Write a paragraph describing an imaginary place, emphasizing its physical geography. b. Draw and color a map of the imaginary place. c. Create a legend for the map. d. Using a scale which they develop, calculate distance between points on the map. e. Compare their map to maps drawn by other students. (SS.B.1.2.1) B. After discussing the effects of immigration on the local community, using an atlas, the students will: <ol style="list-style-type: none"> a. Create a world map which identifies and labels the seven continents, four oceans, and at least one major country in each of the seven continents (except Antarctica). b. Discuss, locate and label the nation(s) of origin of class members on the world map. c. Locate and label examples of major landforms and bodies of water that exist in the countries of origin of students in the class; e.g., mountains, plains, deserts, lakes, rivers. (SS.A.6.2.1) (SS.A.6.2.2) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.1.2.5)

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II Historical Awareness	<p>6. Discuss current news events and locate the relevant places on maps and globes. (SS.A.6.2.1) (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> <p>1. Discuss the concept of immigration and cite examples of immigrant groups, past and present. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.6) (SS.B.1.2.2) (SS.B.1.2.4)</p> <p>2. Infer that while immigrants have come from all parts of the world, their reasons for coming to the United States are often similar. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.6) (SS.B.1.2.2) (SS.B.1.2.4) (SS.B.2.2.1)</p> <p>3. Locate and gather data on immigration from different sources. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.6.2.4) (SS.A.6.2.6) (SS.B.1.2.2) (SS.B.1.2.4)</p> <p>4. Demonstrate knowledge of library research by accessing pertinent data on immigration. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.4) (SS.A.6.2.6) (SS.B.1.2.2) (SS.B.1.2.4)</p>	<p>A. After discussing the concept of immigration, the students will:</p> <p>a. Read or listen to stories about individuals and groups who have immigrated to the United States and to the local community.</p> <p>b. Discuss the reasons people immigrate, comparing past groups to present groups.</p> <p>c. Pretend that they are an immigrant and write a letter about their experiences since arriving in the United States. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.3.2.4) (SS.A.5.2.1) (SS.A.6.2.1) (SS.A.6.2.4)</p>
III Civic Responsibility	<p>1. Recognize that governments enact and maintain rules and laws for the common good. (SS.A.4.2.4) (SS.C.2.1.1) (SS.C.2.2.4) (SS.C.2.2.5)</p> <p>2. Define citizenship and discuss the rights and responsibilities that accompany it. (SS.A.4.2.4) (SS.C.2.2.1) (SS.C.2.2.2) (SS.C.2.2.3) (SS.C.2.2.4) (SS.C.2.2.5)</p> <p>3. Use resource and reference materials to locate information on various topics relative to citizenship. (SS.A.4.2.4) (SS.C.2.2.4) (SS.C.2.2.5)</p>	<p>A. After discussing the importance of active citizenship, students will:</p> <p>a. Identify a classroom or school problem; e.g., litter, graffiti.</p> <p>b. Plan and implement a campaign to improve the identified problem.</p> <p>c. Discuss the importance of community service and responsible citizenship. (SS.C.2.2.1) (SS.C.2.2.4)</p>

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<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> 4. Recognize that the ideals of American democracy are found in the United States Constitution and Bill of Rights. (SS.A.3.2.3) (SS.A.4.2.4) (SS.C.2.2.4) (SS.C.2.2.5) 5. Define patriotism, cite examples of patriotic qualities, and discuss why patriotism is important to a nation. (SS.A.4.2.4) (SS.C.2.2.1) (SS.C.2.2.3) (SS.C.2.2.4) (SS.C.2.2.5) 6. Evaluate the importance of citizen participation through community service. (SS.A.4.2.4) (SS.C.2.2.1) (SS.C.2.2.3) (SS.C.2.2.4) (SS.C.2.2.5) 7. Participate in a student-selected classroom and/or school service project. (SS.A.4.2.4) (SS.C.2.2.1) (SS.C.2.2.4) (SS.C.2.2.5) <ol style="list-style-type: none"> 1. Describe the services provided by financial institutions to assist people in making informed economic decisions. (SS.A.6.2.4) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.2.2.3) (SS.D.2.2.4) 2. Interpret economic information from a table, graph, and/or chart. (SS.A.6.2.4) (SS.B.1.2.1) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.1.2.4) (SS.D.2.2.4) 3. Infer that economic decisions are based on personal values; e.g., cash or credit, save or spend, rent or buy. (SS.A.6.2.4) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.1.2.3) (SS.D.1.2.4) (SS.D.2.2.4) 4. Identify scarce resources within the school/community and cite possible economic/social decisions that must be made as a result of this scarcity. (SS.A.6.2.4) (SS.B.2.2.3) (SS.B.2.2.4) (SS.C.2.2.5) (SS.D.1.2.1) (SS.D.1.2.4) (SS.D.2.2.4) 	<ol style="list-style-type: none"> A. After studying the concept of scarcity, and examining the ways in which scarce resources are allocated, the students will: <ol style="list-style-type: none"> a. List natural resources that are scarce. b. Discuss how these resources are made available for public use. c. Suggest ways by which natural resources may be conserved; e.g., water rationing, energy conservation programs. d. Prepare a classroom mural or bulletin board that highlights student-proposed plans for conservation. (SS.B.2.2.3) (SS.D.1.2.1) (SS.D.2.2.4)

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V Cultural Awareness	<ol style="list-style-type: none"> 1. Define words that are related to culture; e.g., customs, traditions. (SS.A.1.2.1) (SS.A.2.2.3) (SS.A.3.2.2) (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.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4) 2. Identify customs, arts, and traditions of selected groups, including African Americans, Hispanics, and Native Americans. (SS.A.1.2.1) (SS.A.2.2.3) (SS.A.3.2.2) (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.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4) 3. Recognize that Dade County contains a diversity of people who have contributed to its cultural heritage. (SS.A.1.2.1) (SS.A.2.2.3) (SS.A.3.2.2) (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.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4) 4. Recognize and give examples of the interdependence of people and groups in a community. (SS.A.1.2.1) (SS.A.2.2.3) (SS.A.3.2.2) (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.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4) 5. Discuss the cultural traditions of members of the class. (SS.A.1.2.1) (SS.A.3.2.2) (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.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4) 	<p>A. After studying the customs, traditions, and values of various racial, cultural, and ethnic groups, students will:</p> <ol style="list-style-type: none"> a. Discuss the ethnic traditions and customs of various groups in the United States; i.e., arts, crafts, music, drama, literature, language. b. Depict how the environment can impact the development of culture; e.g., trends and styles, climate and habitat. c. Create a class book that provides examples of acculturation; e.g., universally celebrated holidays, and distinct ethnic beliefs and practices; e.g., superstitions, dining practices, rituals. d. Plan and participate in a classroom cultural fair. (SS.A.1.2.1) (SS.A.2.2.3) (SS.A.3.2.2) (SS.A.6.2.4) (SS.A.6.2.5) (SS.B.1.2.2) (SS.B.1.2.5) (SS.B.2.2.4)
VI Global Perspective	<ol style="list-style-type: none"> 1. Investigate reasons for immigration. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.6) (SS.B.1.2.2) (SS.B.2.2.1) 2. Describe how immigration patterns have changed over time. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.6) (SS.B.1.2.1) (SS.B.1.2.2) (SS.B.1.2.3) (SS.B.2.2.1) 3. Discuss current events as they relate to immigration. (SS.A.1.2.1) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.6) (SS.B.1.2.2) 4. Discuss the importance of knowing about one's cultural heritage. (SS.A.1.2.1) (SS.A.1.2.2) (SS.A.5.2.7) (SS.A.6.2.1) (SS.A.6.2.6) (SS.B.1.2.2) 	<p>A. After discussing the multicultural aspects of the classroom and of the local community, the students will:</p> <ol style="list-style-type: none"> a. Map a route to the student's nation of origin/ancestry on a world map. b. Prepare a travel itinerary for a trip to the student's nation of origin/ancestry. c. Draw pictures of things that the student would expect to see in reaching his/her destination. (SS.A.1.2.1) (SS.A.1.2.2) (SS.B.1.2.1)