

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> <li>1. Cite examples of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4)</li>   <li>1. Define key geographic terms and concepts; e.g., boundary, compass rose, hemisphere, latitude, legend, longitude, map, map projection, scale, symbols. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.9)</li>   <li>2. Apply basic map and globe skills including cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, calculating time zones, and determining absolute locations using latitude and longitude. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.9)</li>   <li>3. Locate reference points on maps and globes; e.g., equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.9)</li> </ol>	<ol style="list-style-type: none"> <li>A. After studying the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region), the students will evaluate examples of the Five Fundamental Themes by:             <ol style="list-style-type: none"> <li>a. Collecting or drawing pictures of North America and one other world region that illustrate each of the five themes.</li> <li>b. Preparing sample travel posters illustrating each of the five themes.</li> <li>c. Participating in a class discussion that compares and contrasts the drawings or pictures in the travel posters.</li> <li>d. Evaluating the travel posters within small groups to select the best examples of the Five Fundamental Themes. (SS.B.2.3.2.) (SS.B.2.3.3.) (SS.B.2.3.4.)</li> </ol> </li>   <li>B. After reviewing key geographic skills, the students will write a letter to a friend or relative describing a plane trip to any city in the world by:             <ol style="list-style-type: none"> <li>a. Writing a short description of the route taken using cardinal and intermediate directions.</li> <li>b. Drawing a map showing the route taken and identifying the important reference points encountered along the way.</li> <li>c. Determining distance using scale and determining the latitude and longitude of the city.</li> <li>d. Describing the climate of the city and the major topographical features found in and around the city.</li> </ol> </li> </ol>

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	<p>4. Determine the absolute location of each region studied and describe its relative location to other world regions. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.1.3.6) (SS.B.2.3.9)</p> <p>1. Define key terms and concepts related to physical geography; i.e., archipelago, atoll, basin, bay, canal, canyon, cape, core (earth), continental drift, delta, desert, erosion, fjord, gulf, hills, islands, isthmus, lake, mantle, mountain, ocean, peninsula, plains, plateau, river, sea, strait, valley, volcano. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>2. Read and interpret various special purpose maps; i.e., highway, climate, political, physical, population. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>3. Describe the structure of the earth and the forces of nature that affect it; e.g., weathering, water, glaciers, wind, and plate tectonics. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>4. Identify the major types of landforms and bodies of water found on earth. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>5. Differentiate between continents, regions, and countries. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>6. Identify the major physical features, states and capitals of the United States. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p>	<p>e. Describing the relative location of the city to other regions. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.1.3.6) (SS.B.2.3.9)</p> <p>C. After studying the physical and cultural geography of the world, the students will create an atlas of student-drawn maps of the world's major regions by:</p> <p>a. Mapping major landforms, bodies of water and political divisions for each region.</p> <p>b. Drawing several special purpose maps for a select region; e.g., topographical, climate, religion, language, resources, population.</p> <p>c. Developing a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p>

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<p>II Historical Awareness</p>	<p>7. Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>8. Draw free-hand regional maps that include major physical features and political divisions. (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>9. Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms. (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9)</p> <p>1. Identify significant early civilizations in a region. (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p> <p>2. Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology. (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.2.3.3) (SS.A.2.3.7) (SS.A. 2.3.8) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.1.3.4.) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p> <p>3. Identify significant individuals in a region. SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A. 2.3.5) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.4) (SS.A.4.3.3) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p> <p>4. Assess how innovations in agriculture, urbanization, and industrialization have affected culture. (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.2.3.3) (SS.A.2.3.6) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.3) (SS.A.5.3.3) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.5) (SS.B.2.3.9)</p>	<p>A. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia article by:</p> <p>a. Researching the history of a region and writing about the topic selected.</p> <p>b. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps. (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p>

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<p>III Civic Responsibility</p>	<p>5. Arrange significant historical events of a region on a timeline. (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A. 2.3.6) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p> <p>6. Relate significant events in a region’s past to current events or problems in the region. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5)</p> <p>1. Examine the major geographic features of Miami-Dade County and the state of Florida. (SS.A.4.3.2) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p> <p>2. Identify local environmental issues including land and water management, waste management, and air pollution. (SS.A.2.3.3) (SS.A.4.3.2) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p> <p>3. Obtain appropriate information about local environmental issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, periodicals, and appropriate government agencies. (SS.A.1.3.2) (SS.A.4.3.2) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p> <p>4. Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to local environmental problems. (SS.A.4.3.2) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.2.3.1) (SS.B.2.3.6) (SS.C.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p>	<p>A. After discussing the need for citizen participation at the local level, the students will evaluate a local environmental problem by:</p> <p>a. Using appropriate resources to locate information about the local environmental problem selected.</p> <p>b. Applying the five-step decision-making model to the problem identified.</p> <p>c. Assessing the effectiveness of the different types of civic action.</p> <p>d. Deciding which type of civic action is most appropriate for the environmental problem selected. (SS.A.4.3.2) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p>

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<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> <li>1. Define key terms and concepts; e.g., cash crop, export, import, industrialization, interdependence, landlocked, one-crop economy, slash and burn agriculture, subsistence farming. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.2.3.8) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.3) (SS.A.6.3.2) (SS.A.6.3.5) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> <li>2. Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.2.3.8) (SS.A.3.3.3) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.3) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.1.3.3) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> <li>3. Define and give examples of renewable and non-renewable natural resources. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.3) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> <li>4. Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.2.3.8) (SS.A.3.3.3) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.3) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> </ol>	<p>A. After studying the economic development of a region, the students will show the relationship between geography and economic development by:</p> <ol style="list-style-type: none"> <li>a. Preparing a chart with information about the topography, resources, climate and population of a given region.</li> <li>b. Writing a series of predictions about the future economy of a given region; e.g., major occupations, trade, possible imports and exports.</li> <li>c. Justifying their economic predictions by relating them to current factual information about the region's economy.</li> <li>d. Participating in a class discussion on the impact of geography on the economic development of a region. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.3) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.5) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> </ol>

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<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> <li>1. Define culture and list the five institutions found in all cultures; i.e., family, religion, education, government, and economics. (SS.A.1.3.1) (SS.A.2.3.8) (SS.A.3.3.5) (SS.A.4.3.1) (SS.A.6.3.2) (SS.A.6.3.4) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>2. Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world. (SS.A.1.3.1) (SS.A.2.3.8) (SS.A.3.3.5) (SS.A.4.3.1) (SS.A.5.3.1) (SS.A.6.3.1) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>3. Identify the common cultural characteristics of a region; e.g., language, traditions/customs, art, music, food. (SS.A.1.3.1) (SS.A.3.3.5) (SS.A.4.3.1) (SS.A.5.3.1) (SS.A.6.3.1) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>4. Describe how environmental factors, including climate, topography, and natural resources, have influenced the growth and development of culture. (SS.A.1.3.1) (SS.A.3.3.5) (SS.A.4.3.1) (SS.A.5.3.1) (SS.A.6.3.2) (SS.A.6.3.4) (SS.A.6.3.5) (SS.B.1.3.2) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>5. Define cultural diffusion and cite examples of cultural diffusion in a region. (SS.A.1.3.1) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.6.3.1) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.1.3.4) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>6. Define and cite examples of ethnocentrism. (SS.A.1.3.1) (SS.A.3.3.5) (SS.A.6.3.2) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> <li>7. Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art. (SS.A.1.3.1) (SS.A.3.3.5) (SS.A.6.3.1) (SS.A.6.3.2) (SS.A.6.3.4) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> </ol>	<p>A. After studying the importance of geography to the development of culture, the students will, using the five institutions of culture, create an imaginary culture by:</p> <ol style="list-style-type: none"> <li>a. Selecting drawings and/or pictures for their imaginary culture that illustrate the five cultural institutions; i.e., family, religion, education, government, and economics.</li> <li>b. Preparing a map of the imaginary area depicting significant landforms and indicating available natural resources.</li> <li>c. Create an artifact for and/or write a description of each of the five cultural institutions for the imaginary culture. (SS.A.1.3.1) (SS.A.3.3.5) (SS.A.4.3.1) (SS.A.5.3.1) (SS.A.6.3.1) (SS.A.6.3.2) (SS.A.6.3.3) (SS.A.6.3.4) (SS.B.1.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.5) (SS.B.2.3.7)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<ol style="list-style-type: none"> <li>1. Use appropriate skills and resources to access, analyze, and synthesize information. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.6)</li> <li>2. Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.4) (SS.C.2.3.6)</li> <li>3. Cite examples of opportunities nations have to interdependently solve environmental and human problems. (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.6)</li> <li>4. Discuss the impact of science and technology on the environment and society. (SS.A.1.3.2) (SS.A.2.3.3) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.6)</li> <li>5. Describe how changes in technology, communication, and transportation have influenced the rate by which people, goods, and ideas move from one place to another. (SS.A.1.3.2) (SS.A.2.3.3) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.6)</li> </ol>	<p>A. After identifying environmental problems affecting the planet today, the students will assess awareness levels of these problems by:</p> <ol style="list-style-type: none"> <li>a. Conducting a school or neighborhood survey on environmental problems.</li> <li>b. Ranking these problems from most public awareness to least public awareness.</li> <li>c. Tabulating and presenting survey results using graphs and/or charts.</li> <li>d. Deciding what interdependent actions are needed to solve the problems. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.6) (SS.B.2.3.9) (SS.C.2.3.6)</li> </ol>