

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<p>1. Cite examples of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and regions) as they relate to Miami- Dade County or Florida. (SS.A.6.3.2) (SS.B.1.3.3) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4)</p> <p>1. Review appropriate map skills using United States, Florida, and Miami-Dade County maps; i.e., cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, determining absolute locations using latitude and longitude. (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.6.3.1) (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.9)</p> <p>2. Read and interpret various special purpose maps of Florida; e.g., highway, climate, political, physical, population. (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.6.3.1) (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.9)</p>	<p>A. After studying the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and regions), the students will design a tourist recruitment and advertising campaign for Dade County or Florida by:</p> <ul style="list-style-type: none"> <li>a. Collecting or drawing pictures of Miami-Dade County and/or Florida that illustrate each of the five themes.</li> <li>b. Designing an advertising campaign poster, using pictures/drawings collected, which focuses on the Five Fundamental Themes.</li> <li>c. Composing an advertising slogan for the campaign.</li> <li>d. Evaluating the advertising campaigns created by classroom groups to select the best examples of each of the Five Fundamental Themes. (SS.A.6.3.2) (SS.B.1.3.3) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.4)</li> </ul> <p>B. After reviewing key map skills, including the use of special purpose maps, the students will choose a location in Florida to visit and plan an imaginary vacation by:</p> <ul style="list-style-type: none"> <li>a. Writing a short business letter to the local Chamber of Commerce requesting information about attractions and accommodations.</li> <li>b. Planning an itinerary for a five-day trip to the location.</li> <li>c. Drawing a free-hand map of Florida showing the planned route to the location and determining distance using scale from Miami to the location selected.</li> </ul>

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<p>II Historical Awareness</p>	<p>3. Describe how geographic factors including climate, topography, and natural resources have influenced the growth and development of Florida's economy. (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.6.3.1) (SS.A.6.3.5) (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.4) (SS.B.2.3.7) (SS.B.2.3.9)</p> <p>1. Distinguish between various types of government including democracy (direct and representative), monarchy, and dictatorship. (SS.A.1.3.1.) (SS.A.1.3.3.) (SS.A.3.3.2.) (SS.A.3.3.5.) (SS.A.4.3.3.) (SS.A.6.3.4.) (SS.B.2.3.2.) (SS.B.2.3.3.) (SS.C.1.3.1.) (SS.C.1.3.2.) (SS.C.2.3.1.) (SS.C.2.3.4.)</p> <p>2. Analyze key democratic concepts found in historical documents including the Magna Carta, Mayflower Compact, Declaration of Independence, the United States Constitution (Preamble and the Bill of Rights); e.g., justice, equality, individual rights, social contract, majority rule, separation of powers, checks and balances, representation and compromise. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>3. Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>4. Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.7)</p>	<p>d. Writing a brief description of the physical geography of the region surrounding the location. (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.6.3.1) (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.2.3.2) (SS.B.2.3.9)</p> <p>A. After analyzing key democratic concepts and principles found in American historical documents, the students will prepare a contemporary Preamble to a new United States Constitution by:</p> <p>a. Discussing the concepts and principles reflected in the existing Preamble and Constitution.</p> <p>b. Evaluating the needs of contemporary society relative to democratic concepts and principles.</p> <p>c. Designing a new symbol that reflects the democratic concepts and principles found in the new Preamble. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<p>5. Introduce the key historical events and compromises involved in writing the United States Constitution. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.6.3.4) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.1) (SS.C.2.3.1) (SS.C.2.3.4)</p> <p>1. Cite examples of cases brought before the Supreme Court which established precedents for future court decisions; e.g., Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Escobedo v. Illinois, Tinker v. Des Moines School District, Miranda v. Arizona, Roe v. Wade. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.5.3.2) (SS.B.2.3.2) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>2. Define civil rights and cite examples of efforts made to secure these rights for all groups in the United States. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.5.3.2) (SS.B.2.3.2) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>1. Describe the duties and responsibilities of citizenship and identify the process by which one may become a United States citizen. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.5) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>2. Identify the rights and responsibilities of a good citizen within the classroom and the school. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.5) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.6) (SS.C.2.3.7)</p>	<p>B. After discussing the significance of judicial review and reviewing landmark court cases, the students will write an editorial on a Supreme Court decision by:</p> <p>a. Preparing, individually, or in small groups, a chart on landmark cases that includes a brief description of the issues involved in the case, the arguments presented by both sides, and the Supreme Court's decision in each case.</p> <p>b. Participating in a discussion on the cases that have had the most impact on American life.</p> <p>c. Role playing the major issue addressed in one landmark case. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.5.3.2) (SS.B.2.3.2) (SS.C.1.3.1) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.7)</p> <p>A. After studying the structure and function of the national government as outlined in the United States Constitution, the students will participate in a mock classroom legislative session by:</p> <p>a. Developing a chart showing the function of each of the three branches of national government and citing examples of checks and balances between the branches.</p>

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	<ol style="list-style-type: none"> <li>3. Explain the structure and function of the executive branch in national and Florida state government; i.e., qualifications, roles of the president and governor, powers of the president and governor, cabinet system, names of current office holders. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.1.3.5) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> <li>4. Outline the major steps in the presidential election process. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.5) (SS.C.2.3.1) (SS.C.2.3.7)</li> <li>5. Analyze the role political parties have played in the American system of government. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.5) (SS.C.2.3.1) (SS.C.2.3.7)</li> <li>6. Explain the structure and function of the legislative branch in national and Florida state government; i.e., qualifications, bicameral system, powers of Congress and state legislature, how laws are developed and amended, role of political parties, interest groups and lobbyists, names of local representatives. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> <li>7. Explain the structure and function of the judicial branch in national and Florida state government; i.e., qualifications of justices, types of courts, appellate process, concepts of judicial review, due process and equal protection under the law, names of current justices. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> <li>8. Describe the process of checks and balances in state and national government. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> <li>9. Demonstrate an understanding of the concept of federalism by identifying the responsibilities of state and national government. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> </ol>	<ol style="list-style-type: none"> <li>b. Developing a flow chart showing how a bill becomes a law.</li> <li>c. Preparing and debating bills on significant current issues.</li> <li>d. Voting on the bill(s).</li> <li>e. Participating in a class discussion on their reactions to the legislative process. (SS.A.1.3.2) (SS.C.1.3.1) (SS.C.2.3.1) (SS.C.2.3.5) (SS.C.2.3.7)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>1. Discuss the need for government and laws as they apply to current issues. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.9) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.6) (SS.C.2.3.7)</li> <li>2. Describe consumer protection laws and apply them to current consumer issues. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.9) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.6) (SS.C.2.3.7)</li> <li>3. Obtain appropriate information about local, state, and national issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.9) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.4) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.7)</li> <li>4. Describe the ways in which citizens can participate in their community and bring about changes in government actions; e.g., keeping informed, voting, political activity, community participation, volunteer service. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.9) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</li> <li>5. Identify a community problem and perform a service designed to resolve it. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.7) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.6) (SS.C.2.3.7)</li> </ol>	<p>B. After investigating contemporary community problems, the students, working in teams, will identify major local problems and perform a community service designed to address one problem by:</p> <ol style="list-style-type: none"> <li>a. Developing a series of survey questions designed to identify major community problems.</li> <li>b. Conducting a neighborhood survey.</li> <li>c. Tabulating and presenting survey results using graphs and/or charts.</li> <li>d. Participating in a class discussion on the identified community problems and how they can best be solved. (SS.A.1.3.2) (SS.A.6.3.3) (SS.B.2.3.2) (SS.B.2.3.9) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.7)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>1. Analyze the role the media plays in shaping public opinion in the local community. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.7)</li> <li>2. Differentiate between criminal and civil law situations and give examples of each. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.7)</li> <li>3. Differentiate between federal and state crimes. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.4) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.7)</li> <li>4. Differentiate between misdemeanors and felonies and give examples of each, listing possible penalties. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.4) (SS.C.2.3.7)</li> <li>5. Identify the rights and protections afforded juveniles and adults accused of a crime. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.6) (SS.C.2.3.7)</li> <li>6. Chart the steps in the criminal justice process from arrest to sentencing. (SS.A.1.3.2) (SS.C.2.3.1) (SS.C.2.3.2)</li> <li>7. Discuss the effects of crime on the victim and on society; e.g., problems for victims, available assistance for victims, cost of crime. (SS.A.1.3.2) (SS.C.2.3.1) (SS.C.2.3.2)</li> <li>8. Identify the types of crime that most often affect teens; e.g., gang-related crimes, violent crimes, property crimes, abuse, acquaintance rape, substance abuse, shoplifting. (SS.A.1.3.2) (SS.C.2.3.1)</li> </ol>	<p>C. After studying the importance of law to society, the students will prepare short role play scenarios that illustrate their understanding of the law-related issues by:</p> <ol style="list-style-type: none"> <li>a. Collecting articles on law-related issues, including local crime issues and teen-related crime issues, from newspapers and magazines.</li> <li>b. Developing a flow chart that shows the criminal justice process from arrest to sentencing, including the rights of individuals accused of crimes.</li> <li>c. Proposing solutions to law-related issues. (SS.A.1.3.2) (SS.A.3.3.2) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.1.3.6) (SS.C.2.3.1) (SS.C.2.3.4) (SS.C.2.3.6) (SS.C.2.3.7)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the key economic concepts and terms including needs and wants, private property, competition, supply and demand, goods and services, market, price, profit, scarcity, choice, money, credit, consumer. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.7) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.3)</li> <li>2. Cite examples of the relationship that exists among key economic concepts; e.g., needs and wants, scarcity and choice, and supply, demand, and price. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.7) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.2)</li> <li>3. Identify the major businesses and industries contributing to Florida's economy; e.g., tourism, agriculture, mining, manufacturing, international banking, trade. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.7) (SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.3)</li> <li>4. Discuss Florida's role in the economy of the nation, region, and world. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.6.3.5) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9)(SS.D.1.3.3) (SS.D.2.3.1)</li> <li>5. Discuss the roles of producers and consumers in protecting the environment. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.7) (SS.D.2.3.1) (SS.D.2.3.2) (SS.D.2.3.3)</li> </ol>	<p>A. After learning key economic concepts, students will write a proposal designed to entice a company to relocate to Florida by:</p> <ol style="list-style-type: none"> <li>a. Deciding on a company/product suitable to Florida's economy and location.</li> <li>b. Selecting an appropriate location for the company in Florida.</li> <li>c. Researching the economic advantages for corporations based in Florida; e.g., tax advantages, market advantages, geographic location.</li> <li>d. Outlining the benefits of Florida living. (SS.A.1.3.2) (SS.A.4.3.1) (SS.A.4.3.2) (SS.B.1.3.6) (SS.B.2.3.7) (SS.B.2.3.8) (SS.B.2.3.9) (SS.C.2.3.7)(SS.D.1.3.3) (SS.D.2.3.1) (SS.D.2.3.3)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> <li>1. Identify the kind of national, state, and local taxes individuals may be required to pay and describe how decisions about spending tax money are made. (SS.B.1.3.6) (SS.C.1.3.6) (SS.C.2.3.4) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.3)</li> <li>2. Identify and describe various selected appeals used to influence consumers. (SS.B.1.3.6) (SS.C.2.3.4) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.3)</li> <li>3. List the advantages and disadvantages of using credit. (SS.B.1.3.6) (SS.C.2.3.4) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.2) (SS.D.1.3.3)</li> <li>4. Describe the need for a personal budget. (SS.B.1.3.6) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.3)</li> <li>5. Describe several basic services provided by financial institutions; e.g., checking accounts, savings accounts, loans. (SS.B.1.3.6) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.3)</li> </ol> <ol style="list-style-type: none"> <li>1. Describe the cultural, racial, and ethnic characteristics of Miami-Dade County's multicultural population. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.4) (SS.A.5.3.2) (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.1.3.6) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.9) (SS.C.2.3.7)</li> <li>2. Develop an understanding of Miami-Dade County's multicultural population by reading literature, stories, myths, and legends, listening to music and examining art. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.4) (SS.A.5.3.2) (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.1.3.6) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.9) (SS.C.2.3.7)</li> <li>3. Understand the impact of immigration on the local community. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.4) (SS.A.5.3.2) (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.1.3.6) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.9) (SS.C.2.3.7)</li> </ol>	<ol style="list-style-type: none"> <li>B. After discussing the importance of being an informed consumer and a good manager of personal finances, the students will develop a family budget by:             <ol style="list-style-type: none"> <li>a. Categorizing family expenditures as necessities, luxuries, investments or savings.</li> <li>b. Developing a graph showing personal income budgeted for necessities, luxuries, savings, and/or investments.</li> <li>c. Making deposits and writing checks in payment for budgeted goods and services.</li> <li>d. Evaluating their budget, through discussion, for practicality and accuracy. (SS.B.1.3.6) (SS.C.2.3.7) (SS.D.1.3.1) (SS.D.1.3.3)</li> </ol> </li>   <li>A. After discussing the cultural, ethnic, and racial groups found within the community, the students will produce a multicultural publication for Miami-Dade County by:             <ol style="list-style-type: none"> <li>a. Compiling newspaper and magazine articles on major cultural, racial, and ethnic groups found in Miami-Dade County.</li> <li>b. Drawing a graph that shows the percentage of major cultural, racial, and ethnic groups found in Miami-Dade County.</li> <li>c. Discussing and describing changes that have taken place in Miami-Dade County as a result of the mix of different people and cultures; e.g., social, political, and economic changes.</li> </ol> </li> </ol>



COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<p>4. Discuss the changes that take place in communities whenever two or more cultures come into contact; e.g., the spread of ideas, values, and behaviors. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.4) (SS.A.5.3.2) (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.1.3.6) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.9) (SS.C.2.3.7)</p> <p>1. Use appropriate skills and resources to access, analyze, and synthesize information. (SS.A.1.3.1) (SS.A.3.3.1) (SS.A.5.3.2) (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.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 contemporary issues that affect the local, state, national, and international community; e.g., drugs, HIV/AIDS, environmental. (SS.A.1.3.1) (SS.A.5.3.2) (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.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. Discuss contemporary human rights issues from multiple perspectives or view points. (SS.A.1.3.1) (SS.A.5.3.2) (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.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 a contemporary global issue. (SS.A.1.3.1) (SS.A.5.3.2) (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.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>d. Interviewing persons in the community from different cultural, racial, or ethnic groups.</p> <p>e. Creating a new logo for Miami-Dade County that reflects its multicultural composition. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.4.3.4) (SS.A.5.3.2) (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.1.3.6) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.9) (SS.C.2.3.7)</p> <p>A. After identifying contemporary problems that affect the local, state, national, and international community, the students will utilize the five-step decision-making process by:</p> <p>a. Selecting and gathering information from several different sources on a problem.</p> <p>b. Explaining how the problem affects the local, state, national, and international community.</p> <p>c. Listing alternative solutions to the problem.</p> <p>d. Assessing the strengths and weaknesses of the alternative solutions from multiple perspectives.</p> <p>e. Proposing a solution to the problem in a letter to an appropriate official or agency. (SS.A.1.3.1) (SS.A.5.3.2) (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.1.3.5) (SS.C.2.3.4) (SS.C.2.3.5) (SS.C.2.3.6) (SS.C.2.3.7)</p>