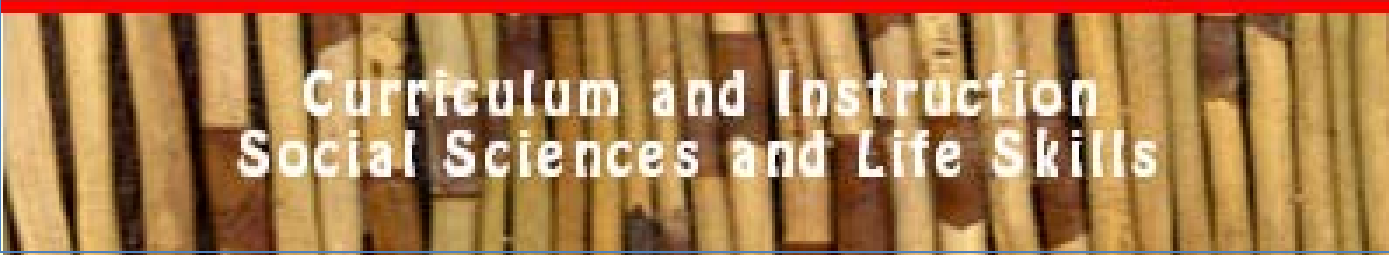
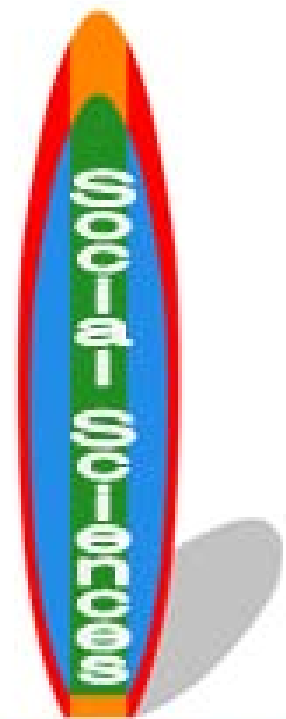




# Ready, Set, Go Mission Possible



**SENIOR HIGH**



Curriculum and Instruction  
Social Sciences and Life Skills

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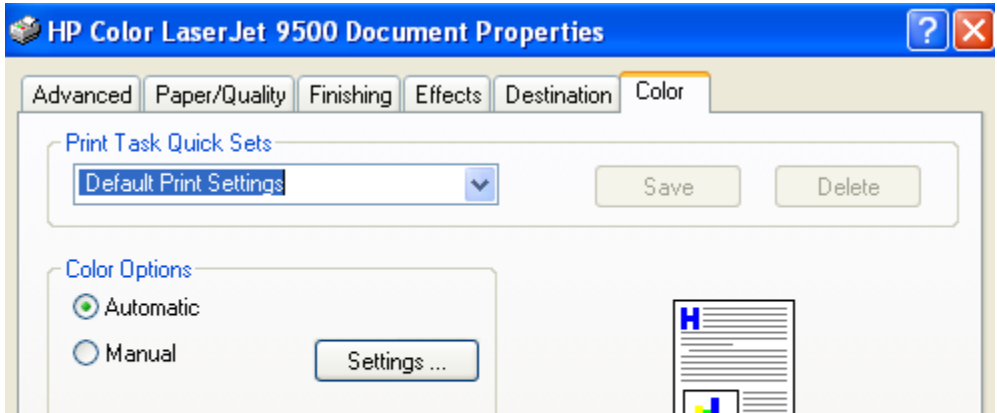
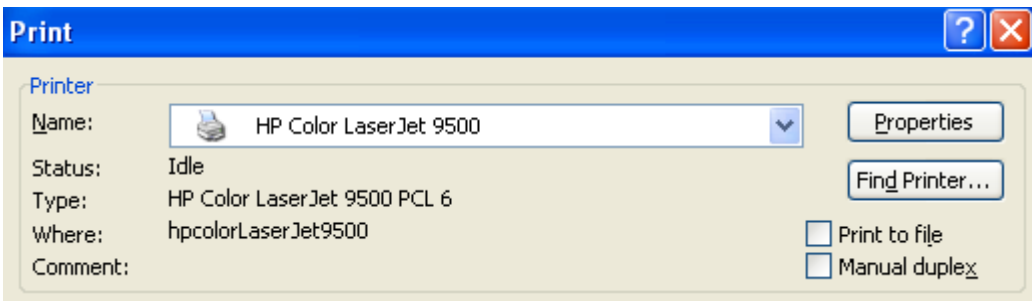
Administrative Director

Curriculum and Instruction, Social Sciences and Life Skills

Welcome to the Miami-Dade County Public School's Summer Fun packets. These fun activities are designed to help promote learning throughout the summer break. The activities are divided by grade levels and curriculum content – Social Studies, Science, Mathematics, and Reading/Language Arts. Educational web-links are also included with all packets. Please be sure to supervise your child while they are using the internet.

In addition to the fun packets, it is strongly recommended that you encourage you child to continue to read at least 30 minutes each day. Support for reading includes: Barnes & Nobles' *Summer Reading Journal* <http://bn.com/summerreading> and Miami-Dade Public Library's *Wild About Reading Summer Reading Adventure* <http://www.mdpls.org>. In addition, *Ticket to Read* is available through the Student Portal: <http://www.dadeschools.net/students/students.htm>.

In an attempt to conserve paper and ink, if you wish to print these activities, they are combined using a little space as possible and no color except for the links on this page and this note. If you wish to avoid printing in color, please select "Print in grayscale" on your printer's properties/color tab located on the "Print" screen. See the figures below.



**Grade Levels: 9-12**

**Subject: American History**

**Title of the Activity: Timeline in American History**

**Brief description of the activity:** Create a timeline collage by printing up pictures from American history websites and from websites that have pictures of important trends in American popular culture. Cluster these pictures by decade and be able to describe each decade in American history. Reflect on how our country has developed. Afterward, write an essay that describes this development.

**General level of appropriateness:**

| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|-------|------------|------------|-------------|
| ***** |            |            |             |

**Subject: Civics/Government**

**Title of the Activity: Helping our Community**

**Brief description of the activity:** Being a good citizen means taking responsibility to help others less fortunate in our community and helping keep our community safe. It is important to know what is happening in your community so that you may be able to take action and get involved. Watch the local news and read the local newspaper for a week. Write down the top 5 community problems or issues they found in the newspaper and local news for that time period. Choose the one issue/problem that is the most important one in the community. Research the problem using the Internet, library, etc. to determine possible community solutions to the problem. Using the research, write a letter to the mayor (either county or municipal, depending on where they live) explaining the problem and the possible solutions to that problem. The county or city government information can be accessed by going to the county website at [www.miamidade.gov](http://www.miamidade.gov).

**General level of appropriateness:**

| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|-------|------------|------------|-------------|
| ***** |            |            |             |

**Subject: Civics/Government**

**Title of the Activity: The Power of the Media in our National Campaigns**

**Brief description of the activity:** Voter turnout has been declining in the last elections, especially among the 18-24 age group. Voter apathy and general disinterest in elections is highest among this group. Efforts have been made to get this age group more interested in voting and media giants like VH1 and MTV have used rock concerts and celebrities to mobilize young people to vote. However, studies have shown that young people are particularly energized when encouraged to vote by their peers. Research the Republican, Democratic, and Independent candidates for U.S. Senate for 2010. Make a list of their campaign promises. Utilizing this list, create a media

campaign poster aimed at mobilizing young peoples to vote. Create one poster for each candidate and explain each campaign poster to family members. Explain the ideas, concepts, etc. to target the 18-24 age group.

**General level of appropriateness:**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Economics**

**Title of the Activity: Economics in the News**

**Brief description of the activity:** Look at the evening television news for a week. Make a list of the news that would fall into the category of economics. Review your list of news topics and select one that would be considered an economic problem. Write a brief plan for solving the identified problem and discuss your solution with your family or an adult caregiver.

**General level of appropriateness:**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Economics**

**Title of the Activity: I Am the Manager!**

**Brief description of the activity:** During the course of a week, make note of inefficiencies or inconveniences that you see in stores or businesses that you visit. Select one of the inefficiencies/inconveniences and pretend that you are the store manager developing a plan for solving the problem. Briefly describe the solution in writing.

**General level of appropriateness:**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Geography**

**Title of the Activity: The Good Old Days**

**Brief description of the activity:** Conduct interviews with at least three individuals who are 60 years old or older. The intent of your interviews is to find out what life was like for these individuals when they were your age and to discover where these three individuals have traveled during their lifetimes. Ask them questions such as: What did you do with your friends when you were my age?

What was school like when you were my age? Where have you traveled to and what have been your favorite places to visit? You may video tape and/or tape record your interviews if you wish. Once you have completed your interviews, write a newspaper article comparing and contrasting what life was like for your interview subjects compared to your experiences as a teenager. In addition, create a time line and/or map that charts where each individual has traveled.

**General level of appropriateness:**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Multicultural Awareness**

**Title of the activity: Preserving Historic Sites**

Research sites in the community that are currently under-recognized and that are in need of being preserved as historical landmarks. Develop and share proposals on preserving historical sites. Out of all of the proposals, decide which proposal is the most pressing and needed for the community. Write letters to local and state politicians about the importance of preserving the historical site. Use information gathered in the research (preferably through the combination of newspaper, magazine, and Internet sources). Mail the letters and follow up with phone calls, e-mails, etc.

Why is it important to preserve certain aspects of our culture? What is the purpose of preserving historical sites? What can be done to preserve culture?

**General level of appropriateness**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Character Education**

**Title of the activity: Character and Sports**

Ask students to read the local/national newspaper or sports magazines, or to watch their favorite athlete or sport on television. Discuss the behavior or attitude of the athletes. Is the athlete displaying good sportsmanship or is he/she being a bad sport? Discuss the conduct and characteristics associated with being a “good sport.” Discuss the positive results that occur when individuals are team players.

**General level of appropriateness**

|       |            |            |             |
|-------|------------|------------|-------------|
| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| ***** |            |            |             |

**Subject: Geography**

**Title of the Activity: Coming from Near and Far**

**Brief description of the activity:** Conduct research on the Internet to find out immigration statistics from the past census (search for U.S. Census reports). Create a list of the statistics from the top 20 countries from which the U.S. receives immigrants. Create a world map that shows the level of immigration from the 20 identified countries. Draw each country in proportion to the number of immigrants that come to the U.S. For example, if more people have come from Mexico than any other country, Mexico would be the largest physical land mass on the map. Finally, write a paragraph that explains what your Physical Immigration Map displays.

**General level of appropriateness:**

| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|-------|------------|------------|-------------|
| ***** |            |            |             |

**Subject: Character Education**

**Title of the activity: Character and the Workplace**

Have students interview a business person, manager, or store supervisor in their neighborhood or community. Ask this person what kind of qualities they expect from an employee. Have each student write an essay explaining the company's required work ethic and qualities/characteristics necessary to work there. Ask students to consider whether they would have the characteristics necessary to work in the place of business of the person they interviewed.

**General level of appropriateness**

| K-2   | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|-------|------------|------------|-------------|
| ***** |            |            |             |

### **Useful Websites for Social Studies:**

National Geographic: [www.nationalgeographic.com](http://www.nationalgeographic.com)

Newsweek Magazine: [www.newsweek.com](http://www.newsweek.com)

Time Magazine: [www.time.com](http://www.time.com)

Miami Herald: [www.herald.com](http://www.herald.com)

CNN Newsroom: [www.cnn.com](http://www.cnn.com)

Center for Civic Education: [www.civiced.org](http://www.civiced.org)

Constitutional Rights Foundation: [www.crf.org](http://www.crf.org)

Florida Council of Economic Education: [www.fcee.org](http://www.fcee.org)

U.S. President: [www.whitehouse.gov](http://www.whitehouse.gov)

U.S. Senate: [www.senate.gov](http://www.senate.gov)

U.S. House of Representatives: [www.house.gov](http://www.house.gov)

History Channel: [www.history.com](http://www.history.com)



## Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Educational Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulates categorical preferences for employment.

Revised 9/2008