

FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 1 Number of class periods: 42</p> <p><u>Being Me</u></p> <ul style="list-style-type: none"> Leadership Location, direction Cardinal directions Rules at home, school and at play Rules protect families and individuals Why interdependence and cooperation are necessary in the classroom and in the family Individuals have rights and responsibilities Honesty, respect, and tolerance for others Classroom responsibilities The flag (Florida, the United States) The Pledge of Allegiance Flags of various countries Important buildings in state and national history <p><u>Mandate(s)</u> Character Education</p>	<p>IA5 Discuss the relative terms of location and direction (near/far, up/down, left/right, here/there).</p> <p>IA7 Introduce cardinal directions.</p> <p>IIIA1 Recognize that individuals, as well as groups, have rights and responsibilities.</p> <p>IIIA2 Recognize that interdependence and cooperation are needed within a family and within a classroom.</p> <p>IIIA3 Understand that rules/laws protect families and individuals.</p> <p>IIIA5 Demonstrate an understanding of the rules to be followed in school, at home, at play, and in travel to and from school.</p> <p>IIIA6 Demonstrate an understanding of the civic concepts of rights and responsibilities, honesty, respect, and tolerance for others.</p> <p>IIIA7 Develop and assume classroom responsibilities.</p> <p>IIIA8 Discuss leadership roles both at home and at school.</p> <p>IIIB1 Identify the flag and other political symbols of Florida and the United States.</p> <p>IIIB2 Recognize flags of countries studied.</p> <p>IIIB3 Recite the Pledge of Allegiance.</p> <p>IIIB4 Recognize important buildings, statues, and monuments associated with state and national history.</p>	<p>IIIA After discussing the need for rules and cooperation at home and in the classroom, students will:</p> <ol style="list-style-type: none"> Examine the rights and responsibilities they have as members of a family and as members of a class. Demonstrate ways by which individuals and families can resolve conflicts peacefully. Develop a set of classroom rules. <p>IIIB After studying flags and other political symbols that are used to represent groups of people, students will:</p> <ol style="list-style-type: none"> Identify the flag of Florida and the United States. Identify the flags of countries read about in stories. Develop/draw a flag that symbolizes their classroom. 	<p><u>Projects</u></p> <ul style="list-style-type: none"> Invite a leader in your school to talk to the class about what it takes to be a good leader. Have a class discussion about why rules are made and why it is important to follow those rules. Draw a picture of an important building or statue where you live. Discuss why it is important. Create a symbol and flag that represents your class. Have each student in your class make a flag or symbol. Have a parade celebrating the students' diversity. <p><u>Writing</u></p> <ul style="list-style-type: none"> Create a bulletin board called "Helping Hands." Have each student trace his/her hands on a piece of construction paper and cut them out. Help the students write something they do in the classroom that is helpful. LA.B.2.1.1 Writes to communicate ideas and information effectively
SECOND NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 2 Number of class periods: 44</p> <p><u>My Place on Earth</u></p> <ul style="list-style-type: none"> Physical features The purpose of maps and globes Why geographical factors affect people's lives (climate, bodies of water, land forms) Environment 	<p>IA1 Discuss the purpose of maps and globes.</p> <p>IA2 Recognize the globe as a model of the earth.</p> <p>IA3 Differentiate between maps and globes.</p> <p>IA4 Use a map or globe to locate places linked to the study of families in North America, South America, Asia, Africa, and Australia.</p> <p>IA6 Recognize that geographical factors affect people's lives; e.g., climate, bodies of water, landforms.</p> <p>IA8 Recognize that colors are used to represent land and water on maps and globes.</p> <p>IA9 Describe basic physical features; i.e., mountains, rivers, lakes, oceans.</p>	<p>IA After listening to stories about families from the continents of North America, South America, Asia, Africa, and Australia, students will use a map and globe to:</p> <ol style="list-style-type: none"> Locate the places that were the focus of their reading (continents and countries). Locate basic physical features in North America, South America, Asia, Africa, and Australia; e.g., mountains, rivers, lakes, 	<p><u>Projects</u></p> <ul style="list-style-type: none"> As a class create a map of the school. Take the students on a tour of the school and discuss the important people and places at each location. Create a three-column chart with columns labeled <i>Where I Go</i>, <i>Who I See</i>, and <i>What I Do</i>. Discuss the tour that you took around the school and fill in the chart as a class. Make a map puzzle by drawing a picture of your favorite state and cutting it into several pieces.

<ul style="list-style-type: none"> Environmental problems (pollution, litter) How to protect the environment <p><u>Mandate(s)</u> Character Education</p>	<p>IB1 Define the term environment and give examples of different types of environments.</p> <p>IB2 Identify major environmental problems in the local community; e.g., air and water pollution, landfills, and litter.</p> <p>IB3 Propose ways in which people can help to protect the environment.</p> <p>IIB4 Develop an awareness of the historical resources available in the library.</p>	<p>oceans.</p> <p>c. Make assumptions about how a people's way of life is affected by geographic factors such as landforms, climate, natural resources, and bodies of water.</p> <p>IB After discussing the importance of protecting the environment and viewing pictures of current environmental problems, students will:</p> <p>a. Draw pictures illustrating their feelings about protecting the environment.</p> <p>b. Discuss environmental problems within the local community.</p> <p>c. Propose ways by which individuals and families can help to protect the environment.</p> <p>d. Plan and develop a project which will aid in the protection of the environment.</p>	<p>Place the pieces in an envelope and write the name of the state on the front. Trade envelopes with a classmate.</p> <ul style="list-style-type: none"> Create a tabletop model of the classroom using modeling clay, blocks, and construction paper. Have each student draw a map using the model as a guide. Discuss the importance of recycling. Select a product that can be easily recycled and start a recycling program in your class.
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THIRD NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 45</p> <p><u>People Around Me</u></p> <ul style="list-style-type: none"> The roles of family members A student is part of a family, city, state, country, world. Compare/contrast other family structures There are many cultures in the student's local community and in the classroom/school. There is much diversity in nations around the world in terms of: food, clothing, language, art, music, holidays. <p><u>Mandate(s)</u> Character Education African American History</p>	<p>IIA1 Listen to stories about family life, both past and present, in North America, Asia, Africa, and Australia.</p> <p>IIA2 Recognize themselves as unique individuals who are part of a family, city, state, country, and the world.</p> <p>IIA3 Compare and contrast other family structures to their own.</p> <p>IIIA4 Understand the roles of family members.</p> <p>VA1 Discuss similarities and differences among people.</p> <p>VA2 Develop an appreciation for cultures other than one's own through literature art and music.</p> <p>VIA1 Recognize that diversity exists among people and nations around the world in terms of food, clothing, language, art, music, and holidays.</p> <p>VIA3 Acknowledge that many cultures are found in the local community and in the school/classroom.</p>	<p>IIA After interviewing a variety of older family members, students will:</p> <p>a. Share a story from the family's history.</p> <p>b. Identify their family's nation(s) of origin.</p> <p>c. Draw and share simple pictures that depict various family structures; e.g., nuclear, single-parent, extended.</p> <p>VA After observing and discussing pictures, artifacts, and other physical objects brought from home that represent the families of class members, students will:</p> <p>a. List the elements that seem to be common among all cultures; e.g. religion, family, ceremonies, customs, holidays, music.</p> <p>b. Discuss similarities and differences</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Ask students to bring in photos or draw pictures of their family members from different times in their lives. Have the students put the pictures in order to create a time line. Invite an older community member to your classroom to talk about what it was like in the past. Have the students draw a picture of what they thought the community might have looked like back when the community member was a child. Give each student six 8x8 pieces of construction paper. Have the student draw pictures on the squares of their family members, pets, and favorite games. Tape the square together to create a family quilt. Have the students create a family tree by drawing each family member on a leaf and pasting the leaves to an individual teacher-made tree trunk.

Hispanic Contributions to the U.S.		<p>among cultures.</p> <p>c. Create a class big book that includes drawings and pictures that represent the families and cultures of class members.</p>	<ul style="list-style-type: none"> • Talk about the things that make your family unique. • Create a class recipe book by collecting family recipes that represent the students' cultural diversity. • Make a list of the ways people say "Hello" in other countries. Locate the countries on a map.
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FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 4 Number of class periods: 23</p> <p><u>Long Ago and Today</u></p> <ul style="list-style-type: none"> • Traditions and customs related to holidays in the U.S. and other nations • Current events related to these celebrations • Native Americans <p><u>Mandate(s)</u> Women's Contributions to the U.S. African American History Hispanic Contributions to the U.S.</p>	<p>IIB1 Listen to stories about people who have made contributions to United States history.</p> <p>IIB2 Acknowledge that ordinary people as well as heroes/heroines have helped shape United States history.</p> <p>IIB3 Recognize that Native Americans were the first human inhabitants of North America.</p> <p>VIA2 Examine the traditions and customs associated with holidays in the United States and other nations; e.g. Independence Day, Thanksgiving, Christmas, Easter, Passover, Memorial Day, St. Patrick's Day, Feast of The Three Kings and Kwanzaa.</p> <p>VIA4 Discuss age-appropriate current events relative to celebrations in the United States and other nations.</p>	<p>IIB After listening to stories about people from many cultural, racial, and ethnic backgrounds who have made a significant impact on United States history, students will:</p> <p>a. Make a classroom picture book of famous Americans from different cultural, racial, and ethnic groups.</p> <p>b. Create puppets that represent famous Americans and use them to dramatize each character's contributions to United States history.</p> <p>VIA After studying holiday traditions in the United States and in other nations in North America, Asia, Africa, and Australia, students will:</p> <p>a. Identify pictures of holidays that are practiced by groups of people living in the United States.</p> <p>b. Describe the holiday traditions of countries other than the United States.</p> <p>c. Compare the holiday traditions of various cultures as represented by students in the classroom.</p> <p>d. Create a paper quilt of drawings that represent the holidays celebrated by the students in the classroom.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Have students vote for their favorite holiday. Create a bar graph representing the results. • Plan a multicultural celebration that highlights the various holidays around the world. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Think about your favorite hero. Draw a picture and tell about why he/she is your hero. Create a "Hall of Heroes" by displaying the pictures on the wall. LA.B.2.1.2 Writes to communicate ideas and information effectively

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Connection(s)	Potential Creative Writing Assignments/Essay Topics with Language Arts Benchmarks as Appropriate	Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 5 Number of class periods: 20</p> <p><u>Workers All Around</u></p> <ul style="list-style-type: none"> • Wants vs. needs • Scarcity vs. choice • Needs can be met in a variety of ways (food, shelter, clothing) <p><u>Mandate(s)</u> Character Education Women's Contributions to the U.S. African-American History Hispanic Contributions to the U.S.</p>	<p>IVA1 Determine the difference between a want and a need. IVA2 Introduce the concepts of scarcity and choice.</p>	<p>IVA After discussing the variety of ways by which families meet their wants and needs, students will:</p> <ol style="list-style-type: none"> Classify pictures representing the basic needs (food, shelter, clothing, sense of belonging). Explain the difference between a want and a need by using simple illustrations. Compare the food, shelter, and clothing of several diverse cultures to show that wants and needs can be met in a variety of ways. 	<ul style="list-style-type: none"> • Have each student bring in an empty coffee or oatmeal can. Create a canister coin bank by decorating the cans with yarn, paint, paper, and paint. Talk about the benefits of saving. • Ask students to bring in old books, puzzles or games that they no longer use. Create a trading post where students can trade their items for something else.

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<p>Main Topic # 1 Number of class periods: 42</p> <p><u>Being A Good Citizen</u></p> <ul style="list-style-type: none"> • Cooperation • How to resolve conflicts • Honesty and truthfulness • Current events about families • Pledge of Allegiance-key words (justice, pledge, indivisible) • Attitudes and values • Respect for the rights and property of others • Rights also come with responsibilities (i.e. citizen-voting) <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA5 Utilize appropriate library resources.</p> <p>IIIA1 Discuss the importance of cooperation in human relationships.</p> <p>IIIA2 Demonstrate respect for the rights and property of others.</p> <p>IIIA3 Discuss the importance of honesty and truthfulness in dealing with others.</p> <p>IIIA4 Recognize that rights are accompanied by responsibilities.</p> <p>IIIA5 Describe positive methods for resolving conflict.</p> <p>IIIA6 Discuss the meaning of key words in the Pledge of Allegiance; e.g., justice, pledge, allegiance, republic, indivisible.</p> <p>VA3 Examine individual and group attitudes and values.</p> <p>VIA6 Discuss age-appropriate current events relative to family life.</p>	<p>IIIA After discussing the responsibilities of family members and the characteristics of good citizens, the students will:</p> <ol style="list-style-type: none"> a. Develop a list of students' rights and corresponding responsibilities. b. Create a set of classroom rules suggesting rewards or consequences for appropriate or inappropriate behavior. c. Create pictures that depict cooperation among individuals and groups. d. Develop appropriate criteria for a classroom "Good Citizenship" award. 	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Brainstorm laws and ask students to think about the reasons for them. Ask what would happen if the laws are broken. Have students role-play Do and Don't skits to show how obeying the laws keep people safe. • Make a class chart with the headings <u>Rules</u>, <u>Laws</u>, and <u>Reasons</u>. Students will name things people in a community should do to live together peacefully and safely. Help students determine whether each idea is a rule or a law. Have students draw a picture of the one they consider the most important. • In small groups have students imagine they are beginning a new club, team, or group at school. They need to decide such things as a name, how students become members and what the club will do. They will create posters to encourage members to join. • Work with students to plan a class project to help the school. Talk with school staff. Ask if your class can be of assistance. Make a plan and carry out the project. • Make a class chart titled "Good Citizens" with two columns: "<u>Characteristics</u>" and "<u>People</u>". Complete chart as examples arise in class discussions. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write phrases on sentence strips that either describe a right, such as going to any house of worship, living anywhere, owning a pet; or a responsibility, such as paying taxes, voting, keeping your pet in your yard, and not littering. As a class, sort the sentences strips into two categories: rights and responsibilities. <p>LA.B.2.1.1 Writes to communicate ideas and information effectively</p>

SECOND NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 2 Number of class periods: 44</p> <p><u>The Land Around Us</u></p> <ul style="list-style-type: none"> • Map symbols • Landforms vs. bodies of water • The seven continents and the four oceans • Cities, state, nations • Cardinal directions • Environmental problems • Use appropriate library resources • Solutions to environmental problems, and ways people can solve them <p><u>Mandate(s)</u> Character Education</p>	<p>IA1 Locate cities, states, and nations on a world map and/or globe (North America, South America, Africa, Asia, Europe).</p> <p>IA2 Identify and locate the seven continents and four oceans.</p> <p>IA3 Interpret map symbols using an age-appropriate legend.</p> <p>IA4. Know and be able to use the cardinal directions on a map; i.e., north, south, east, and west.</p> <p>IA5 Introduce intermediate directions; i.e., northeast, southeast, northwest, southwest.</p> <p>IA6 Differentiate between major landforms and bodies of water.</p> <p>IIA5 Utilize appropriate library resources.</p> <p>IB1 Identify a variety of environmental problems.</p> <p>IB2. Describe possible solutions to environmental problems and identify groups or individuals who can resolve the existing problems.</p>	<p>IA After participating in shared reading sessions of stories about families in North America, South America, Africa, Asia, and Europe and participating in class discussions regarding the national ancestry of class members, students will:</p> <p>a. Use a map and globe to locate and name the places that were the focus of their reading and class discussions.</p> <p>b. Use a map and globe to label the continents and oceans.</p> <p>c. Identify and locate geographic features that are described in stories or mentioned in class discussions.</p> <p>d. Create their own picture dictionaries that represent geographic features found in the stories.</p> <p>IB After discussing the importance of protecting the environment and listening to and/or reading stories, articles, and poems that depict environmental concerns and problems, students will:</p> <p>a. Write an illustrated story, commercial, or advertisement highlighting an environmental problem and proposing a possible solution.</p> <p>b. Develop a classroom recycling project.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Make a map of your classroom, create a map key. • Make a map of you bedroom, create a map key. • Brainstorm on chart paper the different types of landforms and bodies of water in the community. Title it "Earth's Features" and have two columns: <i>Landforms</i> and <i>Bodies of Water</i>. Add new ideas as they arise through lesson and discussions. • In small groups give students a set of word cards for valley, mountain, lake, hill, plain, island, and river. Ask students to find illustrations and photographs of each in magazines and books. Mark and describe them with the word cards. • Ask students to create a travel poster of their favorite areas. Show the types of landforms and bodies of water in the areas and the recreational activities people would enjoy. Make slogans for their posters. • Create a large map of the world. Play the game "Twister" with the students. For example: Put your right foot on South America, left foot on Pacific Ocean, etc. • Brainstorm key terms students can use to research environmental concerns in their community. Children will work with a partner and use the key terms to research the topic on the Internet. Draw a picture and share information with class. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Ask your parents about the items that are recycled at home. Bring one item to school, classify it as paper, plastic, or aluminum. Write to tell: "It is important to recycle because ..." <p>LA.B.2.1.2 Writes to communicate ideas and information effectively</p>

THIRD NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 45</p> <p><u>All About People: Past & Present</u></p> <ul style="list-style-type: none"> Different family lifestyles Customs, traditions Contributions of various cultural groups <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S.</p>	<p>IIA1 Identify people who are historically significant in North America, South America, and Europe.</p> <p>IIA2 Describe key historical events in selected countries in North America, South America, and Europe.</p> <p>IIA3 Identify various methods of travel used over time and the advantages and disadvantages of each; e.g., the use of animals and nonmotorized vehicles.</p> <p>IIA4 Describe how methods of communication have changed over time; e.g. communicating by gestures, oral stories, pictographs, hieroglyphics, different alphabets, writing by hand, printing with machines.</p> <p>IIA5 Utilize appropriate library resources.</p> <p>VA1 Develop an awareness of similarities and differences among people.</p> <p>VA2 Recognize contributions of various cultural groups.</p> <p>VA4 Discuss how ideas move from place to place.</p> <p>VIA1 Describe family lifestyles in North America, South America, Africa, Asia, and Europe.</p> <p>VIA2 Define custom/tradition.</p> <p>VIA3 Describe representative customs and traditions in selected countries.</p> <p>VIA4 Share traditions and customs of students' families in the class.</p> <p>VIA5 Compare and contrast the varying family lifestyles of classmates.</p>	<p>IIA After reading or listening to stories, songs, and/or poems about people from North America, South America, and Europe who made contributions to history, students will:</p> <p>a. Distinguish between past and present and place events/people in a chronological sequence.</p> <p>b. Describe the contributions of important individuals and explain how these contributions have impacted the world.</p> <p>c. Develop and participate in skits which reflect the historical contribution of important world figures.</p> <p>VA After examining the concept of culture and its impact on society, the students will:</p> <p>a. Discuss the cultural backgrounds of members of the class.</p> <p>b. Listen to stories that focus on the cultural traditions of groups of people living in North America, South America, Africa, Asia, and Europe.</p> <p>c. List examples of the methods by which culture is transmitted to young members of any society.</p> <p>d. Develop a poster that identifies the similarities and/or differences among cultures in categories determined by the students; e.g., marriage customs, holiday traditions.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Invite the class to participate in a holiday parade. Have each child choose a holiday that is important to her/his family's culture. The students will create banners, sashes, hats, costumes or signs to use in the parade. Have the students march around the school or playground while teacher plays a medley of cultural music. Remind students that all children need clothing, but not everyone's clothing is alike. Create a vest out of a large paper grocery bag and decorate the vest with symbols that represent their family's culture. Explore the library for multi-cultural literature. Have each student select a book to orally share with the class. Make a 3-D time line about the students' life. Use objects found around the home. Include photos and pictures drawn. Place the events in order. <p><u>Writing</u></p> <ul style="list-style-type: none"> Choose a special event from the time line and write a story to tell why it is important to you. LA. B.2.1.1 Writes to communicate ideas and information effectively Write a story about a trip that you have taken. Make sure to include the type(s) of transportation that you used. Draw a map to show your path and means of transportation. LA. B.2.1.2 Writes to communicate ideas and information effectively Pretend that telephones have not been invented. Write a letter to a relative about your day at school. LA.B.2.1.2 Writes to communicate ideas and information effectively Research an important historical person or event. Draw a picture and write an acrostic poem using the name of the person or event. LA. E.2.1.2 Responds critically to fiction, nonfiction, poetry, and drama

FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 4 Number of class periods: 43</p> <p><u>Jobs</u></p> <ul style="list-style-type: none"> • Goods vs. services • Consumption • Functions of a bank • Needs vs. wants • Supply vs. demand • Advertising <p><u>Mandate(s)</u> Women's Contributions to the U.S.</p>	<p>IVA1 Distinguish between needs and wants.</p> <p>IVA2 Introduce the concepts of supply, demand, specialization, and division of labor.</p> <p>IVA3 Define and provide examples of consumption.</p> <p>IVA4 Discuss how advertising is used to sell goods and services.</p> <p>IVA5 Explain how families depend upon products and services to meet their needs.</p> <p>IVA6 Identify the basic functions of a bank.</p>	<p>IVA After listening to and/or reading stories about differing lifestyles of families in North America, South America, Africa, Asia, and Europe, the students will:</p> <p>a. Discuss individual needs and wants versus group needs and wants. b. Draw a picture that represents the contributions of family members to the maintenance and well-being of the family.</p> <p>c. Chart the products and services required for a typical family to meet its needs and identify the provider of these products and services.</p> <p>VIA After studying about families in North America, South America, Africa, Asia, and Europe, the students will:</p> <p>a. Discuss the "cultural shock" families from selected countries might experience when they relocate to South Florida; e.g., language, customs, diet.</p> <p>b. Create a classroom bulletin board depicting customs and traditions enjoyed by families in North America, South America, Africa, Asia, and Europe.</p> <p>c. Participate in a cultural experience that will introduce them to an aspect of life from another country; e.g., food, dance, games, music</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Create a Venn Diagram to compare and contrast service jobs in your school and community. • Think about the different types of goods and services you and your family use. Make a chart classifying the goods and services. • Create a small store in your classroom using donated books and games. Create a system for "purchasing" (e.g. tickets) to recognize positive citizenship. • Read the story <i>Rush Hour</i> by Christine Loomis. Draw a picture of someone in your community performing his/her job. Create a classroom collage to display the pictures. • Think about something that you would really want to buy. Make a plan of ways you can save to purchase this item. • Think about items in your home. Create a graphic organizer with two columns: <i>Needs</i> and <i>Wants</i>. Classify the items in the proper columns. • Create an advertisement promoting the making of healthy lunch choices at school.

1. Scope and Sequence Planning Outline

Course: 2nd Grade Social Studies

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<p>Main Topic # 1 Number of class periods: 21</p> <p><u>People in My Community</u></p> <ul style="list-style-type: none"> Prominent citizens who have made important contributions to the community Interdependence in a community Community conflicts Cooperation Cooperation and effort in the world of work <p><u>Mandate(s)</u> Character Education</p>	<p>IIA1 Recognize that each community contains groups of people who have contributed to the community's cultural diversity</p> <p>IIA3 Identify prominent citizens who have made contributions to the community.</p> <p>IIIA7 Discuss methods for resolving community conflicts.</p> <p>IVA5 Understand that cooperation and effort are needed in the world of work.</p> <p>VIA1 Demonstrate how group living requires cooperation and interaction among diverse groups of people.</p> <p>VIA2 State the importance of cooperation in human relationships.</p> <p>VIA3 Recognize and give examples of interdependence of people and groups in communities.</p>	<p>IIA After studying communities in the United States, including their own, the students will:</p> <p>a. Interview family members and/or neighbors to identify changes that have taken place in the community in the past 20 years.</p> <p>b. Share their interview findings with the class.</p> <p>c. Create a chart or diagram to compare and contrast the local community with a community in another part of the country.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Have each student act out a different role that they have in their school, home, or community (student, friend, sister, choir member). Have the other students in the class try to guess what role is being performed. Have each student draw a scene showing children cooperating. Create a class cooperation book with the students' pictures. <p><u>Writing</u></p> <ul style="list-style-type: none"> Think about an important citizen in your community (firefighter, police officer, park ranger). Write a story about how you helped him/her do something good for the community. LA. A.2.2.1 Main idea
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 2 Number of class periods: 21</p> <p><u>How Communities Look</u></p> <ul style="list-style-type: none"> Urban, suburban, and rural communities Community change Interdependence in communities Rights, duties, privileges and responsibilities of citizens Stereotyping, labeling <p><u>Mandate(s)</u> Hispanic Contributions to the U.S. African American History</p>	<p>IB1 Define and give examples of urban, suburban, and rural communities.</p> <p>IIA2 Recognize that communities change over time.</p> <p>IIIA1 Define the rights, duties, privileges, and responsibilities of citizens in a community.</p> <p>IIIA8 Understand that people in communities rely on each other and are Interdependent.</p> <p>VA2 Discuss the skills needed to live and work in a multi-ethnic and rapidly changing community.</p> <p>VA4 Recognize the adverse effects of labeling and stereotyping.</p>	<p>VA After examining the cultures that exist in the local community, the students will:</p> <p>a. Listen to or read stories that focus on the customs and traditions of cultures represented in the community.</p> <p>b. Discuss the cultural backgrounds of class members, focusing on cultural pride and respect.</p> <p>c. Write and illustrate a story about South Florida that focuses on positive interaction between cultural groups.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a neighborhood collage by cutting the shapes of buildings out of construction paper. Cut and paste pictures from magazines representing things found inside of each building. Create a map by gluing the buildings on a large piece of paper and connecting them with streets. Make a list, with a partner, of things that you need to do for your community in order to be a good citizen. Create a 3-column chart and label it <i>Urban, Suburban, Rural</i>. Cite three examples of each under each column. Have students write two sentences on the differences and similarities between all three. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write a story about an exciting event that took place in your neighborhood. LA.E.1.2.2 Understands plot and conflict resolution Write a descriptive paragraph about what your community looks like and the types of people who live there. LA.E.1.2.3 Recognizes similarities and differences

SECOND NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 20</p> <p><u>Our Government</u></p> <ul style="list-style-type: none"> Who are elected officials? The role of government in meeting a community's needs The Constitution Being active in our community Fact vs. opinion Gather data about the community from different sources <p><u>Mandate(s)</u> Character Education</p>	<p>IIIA2 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.</p> <p>IIIA3 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.</p> <p>IIIA4 Identify major elected officials.</p> <p>IIIA5 Demonstrate the importance of being an active member of the community (recycling, community service, voting, volunteering).</p> <p>IIIA6 Gather and relate data from different sources; e.g., local newspaper articles.</p> <p>VA6 Discriminate between fact and opinion.</p>	<p>IIIA After studying the roles and responsibilities of selected groups and individuals within the community, the students will:</p> <p>a. Propose community and/or school projects that would require active participation by members of the community.</p> <p>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.</p> <p>c. Create a visual display that depicts the role of government and the role of private citizens in improving the community.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a foldable about leaders in your community (mayor, judge, council). Conduct a vote on a topic that the class is interested in. Create a bar graph to represent the results. Create a class constitution describing the different roles in the classroom (teacher, students, etc.) and their responsibilities. <p><u>Writing</u></p> <ul style="list-style-type: none"> Think about why voting is important. Write to explain why you think voting is important. LA. A.2.2.1 Main idea Think about how you can help improve your community. Draw a picture of you doing something to improve your community. Then, write a paragraph explaining what you are doing in the picture to help your community. LA.E.2.2.1 Cause and effect
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objectives(s)</p>	<p>Competency(ies)</p>	<p>Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate</p>
<p>Main Topic # 4 Number of class periods: 15</p> <p><u>Looking at the Earth</u></p> <ul style="list-style-type: none"> Cardinal and intermediate directions Maps and globes- uses Map legend Comparing maps and photographs of a given area 	<p>IA1 Recognize that maps and globes are utilized to provide directions as well as other types of information.</p> <p>IA2 Recognize common map symbols used in map legends; e.g., dots/stars for cities, lines, colors, pictures.</p> <p>IA3 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.</p> <p>IB4 Demonstrate how a map legend is used to designate geographic features on a map.</p> <p>IB5 Compare pictures and maps of a given area.</p>	<p>A. After participating in a walking tour of the school, the students will:</p> <p>a. Prepare a basic map of the school that identifies important places and includes a legend and a compass rose.</p> <p>b. Use a cardinal and intermediate directions to describe places in the school relative to students' classroom location; e.g., the library is north of the classroom.</p> <p>c. Participate in a scavenger hunt on the school grounds which emphasizes the use of cardinal and intermediate directions.</p> <p>B. After studying different types of communities (urban, suburban, rural), the students will:</p> <p>a. Complete visual examples of each type</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Pretend that you are visiting another state. Create a postcard for the state you are visiting. Draw a picture of the state or local attraction. On the other side of the postcard, write a note to a friend describing your state. Think about an outdoor sport that is popular in your area due to your state's landforms. Create a brochure that highlights the sport and its landforms. (i.e. swimming, biking, soccer, etc.) Select a state and create a map collage. Cut out the shape of the state and draw or cut out pictures to represent the kinds of land and bodies of water located in the state. Create a map of your school or classroom. Include a compass rose on your map. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write to tell a story about a time you helped someone who was lost. LA.E.1.2.2 Understands plot and conflict resolution Using cardinal directions, write to explain how to

		<p>of community.</p> <p>b. Describe the characteristics of each type of community.</p> <p>c. Draw representative pictures and maps of imaginary communities.</p>	<p>travel from one location in your school to another.</p> <p>LA. A.2.2.1 Main idea</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 5 Number of class periods: 9</p> <p><u>The Environment</u></p> <ul style="list-style-type: none"> Resources: human, natural, man-made Environmental problems in the community How to solve environmental problems Use appropriate resources to study an identified topic <p><u>Mandate(s)</u> Character Education</p>	<p>IC1 Describe environmental problems in the local community.</p> <p>IC2 Collect information on and propose solutions to environmental problems.</p> <p>IC3 Use appropriate resources to study an identified topic.</p> <p>IVA2 Cite examples of different kinds of resources; i.e., human, natural, and man-made.</p>	<p>IC After reading and discussing selections from books, magazines, and newspapers that describe environmental problems and propose possible solutions, the students will:</p> <p>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</p> <p>b. Propose, develop, and implement a group project focusing on a community-related environmental concern.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Make a collage illustrating the uses of natural resources such as water, air, trees, and soil. Attach collages to make a class collage. Identify an environmental problem in your neighborhood. What would you do to solve the problem? <p><u>Writing</u></p> <ul style="list-style-type: none"> Think about why you should save water and use both sides of the paper. Write to persuade someone else on the importance of reusing, reducing, and recycling. <p>LA. E.2.2.1 Cause and effect</p>

THIRD NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 6 Number of class periods: 45</p> <p><u>People-Past & Present</u></p> <ul style="list-style-type: none"> Customs and traditions of various cultural groups, past and present Cultural diversity Human rights in current events <p><u>Mandates(s)</u> Hispanic Contributions to the U.S. African American History Women's Contributions to the U.S.</p>	<p>VA1 Develop an appreciation of cultures other than one's own.</p> <p>VA3 Examine the customs and traditions of various cultural groups, past and present.</p> <p>VIA4 Recognize the importance of cultural diversity.</p> <p>VIA5 Discuss age-appropriate current events relative to human rights.</p>	<p>VIA After studying cultural groups represented in the community and in North America, South America, Africa, Asia, and Europe, students will:</p> <p>a. Recognize that people have different customs and traditions.</p> <p>b. Develop an original class or group slogan illustrating the importance of respecting other cultures.</p> <p>c. Create a visual display; e.g., bulletin board, illustrating aspects of cultural diversity.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> Make a class scrapbook. Have each child choose a country to study. Have the students collect pictures and written descriptions about its culture. Collect all of the projects and place them together in a "World Culture Scrapbook." Have students discuss the concept of famine in the world. Have students discuss the ways that the U.S.A. can help the areas affected by famine. Locate the hardest hit areas on a world map. <p><u>Writing</u></p> <ul style="list-style-type: none"> Share a photograph or a political cartoon (Time for Kids, Scholastic) with the class related to a human rights issue (famine, war, disease). Have the students write a paragraph explaining what they think the cartoonist or photographer is trying to express. <p>LA. A. 2.2.1 Main idea</p>

FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 7 Number of class periods: 43</p> <p><u>Working in a Community</u></p> <ul style="list-style-type: none"> • Where and why are communities built? • Economic terms (goods, services, trade, market, supply, demand) • Different jobs in a community • Modes of transportation to move people/goods • Economic graphs <p><u>Mandate(s)</u> Character Education</p>	<p>IB2 Describe how major geographical features may determine the location of a community; e.g., access to water, availability of natural resources.</p> <p>IB3 Describe the modes of transportation used to move people/products and the advantages and disadvantages of each.</p> <p>IVA1 Define economic terms; i.e., production, goods, services, trade, market, distribution, credit, supply, demand.</p> <p>IVA3 Differentiate between occupations which produce goods and occupations which perform services.</p> <p>IVA4 Recognize the need for different types of jobs in the community.</p> <p>IVA6 Interpret a graph related to an economic concept.</p> <p>VA5 Demonstrate self-worth and pride through group interaction.</p>	<p>IVA After studying the economy of the community, the students will:</p> <p>a. Differentiate between goods and services and cite community examples.</p> <p>b. Classify the types of jobs that exist in their community; e.g., agricultural, industrial, service.</p> <p>c. Survey classmates to determine occupational interests and convert the information into a bar graph or a pictograph.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Take a survey of ten people to learn what most of them would buy if they had ten dollars. Write a paragraph about what you learned about buying habits. Include words such as: need, want, goods, and services. • Have the students' research about a career that they are interested in. Find out the types of training or education that is required for that career. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Draw pictures of various ways goods are carried between countries that trade with each other. Write a caption for each picture that tells where the product is coming from and the mode of transportation that might be used. LA. A.2.2.7 Compare and contrast • Think of a make-believe company that provides a service to its customers. Write a newspaper advertisement telling people why they should do business with them. LA. A.2.2.2 Author's purpose

FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 1 Number of class periods: 42 <u>Map Skills & Communities</u> <ul style="list-style-type: none"> Florida's location United States' location Continents Map legend, symbols Map scale-distance Interdependence of people in a community <u>Mandate(s)</u> Character Education	IA2 Recognize that scale is used to determine distances on a map. IA4 Use a map legend to associate map symbols with the physical features of an area. IB1 Identify various types of maps and globes; e.g., political, relief, and pictorial. IB3 Recognize and locate continents. IB4 Locate Florida and the United States on a map of North America, comparing their sizes and shapes with other states and nations. IB6 Discuss current news events and locate the relevant places on maps and globes. IIIA1 Understand that governments enact and maintain rules and laws for the common good. IIIA7 Participate in a student-selected classroom and/or school service project. VA4 Recognize and give examples of the interdependence of people and groups in a community.	IA After reviewing geographic skills; i.e., cardinal and intermediate directions, distance/scale, reading a legend, the students will: <ol style="list-style-type: none"> Write a paragraph describing an imaginary place, emphasizing its physical geography. Draw and color a map of the imaginary place. Create a legend for the map. Using a scale which they develop, calculate distance between points on the map. Compare their maps to maps drawn by other students. 	<u>Project</u> <ul style="list-style-type: none"> Create a postcard that shows a place in your community where your family goes to have fun. On one side, draw the place. On the other side, write a note to your friend inviting him/her to go with you. <u>Writing</u> <ul style="list-style-type: none"> Write a poem that describes the community in which you live. Remember to use words that will allow the reader to visualize your community. LA.A.2.2.2 Recognizes when a text is primarily intended to persuade Think about a problem in your community that needs a solution. Write a speech telling what action you think should be taken to solve the problem. LA.E.2.2.1 Cause and effect
SECOND NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 2 Number of class periods: 15 <u>Citizenship & Government</u> <ul style="list-style-type: none"> Patriotism Citizenship Community Service <u>Mandate(s)</u> Character Education	IIIA2 Define citizenship and discuss the rights and responsibilities that accompany it. IIIA3 Use resource and reference materials to locate information on various topics relative to citizenship. IIIA4 Recognize that the ideals of American democracy are found in the Constitution and Bill of Rights. IIIA5 Define patriotism, cite examples of patriotic qualities, and discuss why patriotism is important to a nation. IIIA6 Evaluate the importance of citizen participation through community service.	IIIA After discussing the importance of active citizenship, students will: <ol style="list-style-type: none"> Identify a classroom or school problem; e.g., litter, graffiti. Plan and implement a campaign to improve the identified situation. Discuss the importance of community service and responsible citizenship. 	<u>Project</u> <ul style="list-style-type: none"> Make a list of things that show your patriotism and the love you have for your county. Design a medal with pictures, symbols, and words that represent your list. Create the medal out of construction paper and wear it around your neck. LA.A.2.2.1 Main idea Hold a mock election in your class to emphasize importance of voting as a fundamental responsibility of citizens (for class president and vice-president). LA.A.2.2.7 Compare and contrast <u>Writing</u> <ul style="list-style-type: none"> Imagine that you want to be president of your student council. Recall the character traits of the American leaders featured in your textbook. Then write an election speech to present to your classmates that will persuade them to vote for you. LA.A.2.2.2 Recognizes when a text is primarily

			intended to persuade
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 29</p> <p><u>Communities & Geography</u></p> <ul style="list-style-type: none"> Cardinal and intermediate directions Factors which affect changes on the earth: water, wind, people, and forces within the earth <p><u>Mandate(s)</u> Character Education</p>	<p>IA1 Use cardinal and intermediate directions to locate places on the map.</p> <p>IA3 Identify factors which contribute to changes on the earth; e.g., wind, water, people, and forces within the earth.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> Keep track of the weather in your community for several weeks. Record the daily temperatures and the rainfall amounts. Make a bar graph for your weather chart. LA.A.2.2.1 Main idea, LA.A.2.2.8 Uses appropriate reference materials Draw a map of a place you know, such as your neighborhood, your school, or your classroom. Add a grid so people can find places on your map. LA.A.2.2.8 Uses appropriate reference materials <p><u>Writing</u></p> <ul style="list-style-type: none"> Think about the environment in your community. Write to explain how the environment in your community affects the way you and your family live. LA.A.2.2.1 Main idea Think about what happens to the environment if people conserve, or wisely use, natural resources. Write to explain how you can help conserve natural resources. LA.A.2.2.1 Main idea
THIRD NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 4 Number of class periods: 26</p> <p><u>Immigration</u></p> <ul style="list-style-type: none"> Reasons for immigration Immigrant groups <p><u>Mandate(s)</u> Hispanic Contributions to the U.S. African American History Women's Contributions to the U.S.</p>	<p>IIA1 Discuss the concept of immigration and cite examples of immigrant groups, past and present.</p> <p>IIA2 Infer that while immigrants have come from all parts of the world, their reasons for coming to the United States are often similar.</p> <p>IIA3 Locate and gather data on immigration from different sources.</p> <p>IIA4 Demonstrate knowledge of library research by accessing pertinent data on immigration.</p> <p>VIA1 Investigate reasons for immigration.</p> <p>VIA2 Describe how immigration patterns have changed over time.</p> <p>VIA3 Discuss current events as they relate to immigration.</p>	<p>IB After discussing the effects of immigration on the local community, using an atlas, the students will:</p> <ol style="list-style-type: none"> 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. Discuss, locate and label the nation(s) of origin of class members on the world map. Locate and label examples of major landforms and bodies of water that exist in the countries of origin of 	<p><u>Project</u></p> <ul style="list-style-type: none"> Create a list of famous people (example: Albert Einstein) who have immigrated to the United States. Choose people who have made a difference in the fields of science, government, or the arts. Create posters with their pictures and a list of achievements. Use the posters to create an "Immigrants Hall of Fame." Create a bar graph of the top 10 immigrant groups in Florida, showing what each group represents, in percentages of the total population. Use the 2000 U.S. Census for data.

		<p>students in the class; e.g., mountains, plains, deserts, lakes, rivers.</p> <p>IIA After discussing the concept of immigration, the students will:</p> <ol style="list-style-type: none"> Read or listen to stories about individuals and groups who have immigrated to the United States and to the local community. Discuss the reasons people immigrate, comparing past groups to present groups. Pretend that they are immigrants and write a letter about their experiences since arriving in the United States. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Write a list of interview questions that you would like to ask your oldest family member. Interview the family member and write a biography about that person. LA.A.2.2.1 Main idea LA.A.2.2.8 Uses appropriate reference materials Write a story from the point of view of a newcomer to the United States as he or she enters New York harbor and arrives at Ellis Island or enters an area of the U.S. with which students are more familiar; for example, Miami International Airport. LA.A.2.2.1 Main idea LA.A.2.2.7 Compare and contrast Think about a hero who you have read about. What character traits does this person have that you admire? Write to explain why that person is your hero. LA.A.2.2.1 Main idea
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 5 Number of class periods: 25</p> <p><u>Cultural Heritage</u></p> <ul style="list-style-type: none"> Language Literature Art Music Religion Holidays, Customs, Traditions <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S.</p>	<p>VA1 Define words that are related to culture; e.g., customs, traditions.</p> <p>VA2 Identify customs, arts, and traditions of selected groups, including Native Americans.</p> <p>VA3 Recognize that Miami-Dade County contains a diversity of people who have contributed to its cultural heritage.</p> <p>VA5 Discuss the cultural traditions of members of the class.</p> <p>VIA4 Discuss the importance of knowing about one's cultural heritage.</p>	<p>VA After studying the customs, traditions, and values of various racial, cultural, and ethnic groups, students will:</p> <ol style="list-style-type: none"> Discuss the ethnic traditions and customs of various groups in the United States; i.e., arts, crafts, music, drama, literature, language. Depict how the environment can impact the development of culture; e.g., trends and styles, climate and habitat. 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. Plan and participate in a classroom cultural fair. <p>VIA After discussing the multicultural aspects of the classroom and of the local community, the students will:</p> <ol style="list-style-type: none"> Map a route to the student's nation of origin/ancestry on a world map. 	<p><u>Project</u></p> <ul style="list-style-type: none"> Research common phrases in various languages; for example, French, Spanish, Haitian-Creole, and Portuguese that are commonly spoken in Miami-Dade County. Have students work in pairs to create flash card in order to play a game to learn the expressions or phrases in another language. <p><u>Writing</u></p> <ul style="list-style-type: none"> Have students' listen to different types of traditional music from various cultures. Write to compare and contrast these types of music students listen to.

		<p>b. Prepare a travel itinerary for a trip to the student's nation of origin/ancestry.</p> <p>c. Draw pictures of things that the student would expect to see in reaching his/her destination.</p>	
FOURTH NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 6 Number of class periods: 15</p> <p><u>Map Skills</u></p> <ul style="list-style-type: none"> ▪ Geography vocabulary, concepts 	<p>IB2 Introduce the terms longitude, latitude, equator, Prime Meridian, International Dateline, time zones, and axis.</p> <p>IB5 Determine how places identified on the various maps are connected by transportation and communication.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Create a map showing the route from your home to a store in your community. Draw at least two ways to get there. Use a different color for each route. Label all of the important landmarks, such as a school or fire station and include a map key. LA.A.2.2.8 Uses appropriate reference materials
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 7 Number of class periods: 28</p> <p><u>Economics</u></p> <ul style="list-style-type: none"> • Scarcity • Natural resources • Conserving natural resources, rationing • Banks, deposit, interest, invest • Economic choices • Marketing, advertising <p><u>Mandate(s)</u> Character Education</p>	<p>IVA1 Describe the services provided by financial institutions to assist people in making informed economic decisions.</p> <p>IVA2 Interpret economic information from a table, graph, and/or chart.</p> <p>IVA3 Infer that economic decisions are based on personal values; e.g., cash or credit, save or spend, rent or buy.</p> <p>IVA4 Identify scarce resources within the school/community and cite possible economic/social decisions that must be made as a result of this scarcity.</p>	<p>IVA After studying the concept of scarcity, and examining the ways in which scarce resources are allocated, the students will:</p> <p>a. List natural resources that are scarce.</p> <p>b. Discuss how these resources are made available for public use.</p> <p>c. Suggest ways by which natural resources may be conserved; e.g., water rationing, energy conservation programs.</p> <p>d. Prepare a classroom mural or bulletin board that highlights student-proposed plans for conservation.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Select a product that makes your life more fun. Create an advertisement that you think will persuade your classmates to buy it. LA.A.2.2.2 Author's Purpose • Create a Venn Diagram comparing and contrasting a very large business like the Ford Motor Company with a small business like Barrio's Bicycle Shop. Write to explain how the businesses are similar and different. LA.A.2.2.8 Uses appropriate reference materials LA.A.2.2.7 Compare and contrast

FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 1 Number of class periods: 15</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> Compare the Five Themes of Geography and the Six Essential Elements. Map-reading skills. Compare primary vs. secondary sources. <p><u>Mandate(s)</u></p>	<p>IA1 Locate Florida on a globe, on a world map, and on a United States' map.</p> <p>IA2 Identify and locate Florida's natural resources, major crops, products, and industries and determine their role in the agricultural and industrial growth of the state.</p> <p>IA3 Use legends and scales to determine elevations, distances, climates, landforms, and bodies of water.</p> <p>IA4 Recognize abbreviations commonly used on maps and compare legends on at least two different kinds of maps.</p> <p>IA5 Compare and contrast regions on a state map.</p> <p>IA6 Use the compass rose to determine cardinal and intermediate directions on a map.</p> <p>IA7 Use latitude and longitude to locate places within Florida.</p> <p>IA8 Name the states that border Florida.</p> <p>IA9 Identify the major bodies of water surrounding Florida.</p> <p>IB3 Cite examples of endangered species of plants and animals found in Florida.</p> <p>IVA3 Describe the various types of business, industry, and natural resources in Florida.</p> <p>VA3 Identify the state bird, mammal, tree, and flower.</p>	<p>IA After studying Florida's geography, the students will:</p> <p>a. Draw a free-hand map of Florida, locating and labeling major cities, bodies of water, and major attractions.</p> <p>b. Plan a driving trip, using a highway map, to at least five major cities and/or attractions in Florida.</p> <p>c. Determine the latitude and longitude of the major cities visited on the driving trip.</p> <p>d. Write journal entries describing the natural resources, products, and industries seen along their route.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> On a blank map of the Southern region of the U.S., fill in the names of Florida's bordering states and bodies of water. Include any Florida features- rivers, cities, lakes, parks of which you are aware. Share and compare your maps with other students in the class. LA.A.2.2.8 Use appropriate reference materials Collect photographs and create a classroom display of Florida regions and landforms. Photos may be originals taken by family or friends or clipped from newspapers or magazines. Write a caption under each photo indicating what the photo represents. LA.A.2.2.8 Uses appropriate reference materials <p><u>Writing</u></p> <ul style="list-style-type: none"> Write a poem describing Florida's relative location without mentioning the state's name. LA.E.2.2.1 Cause and effect Boats frequently run into manatees and as a result have caused the manatees to become endangered. Write to tell what you would say to a speeding boater. LA.A.2.2.8 Reads and organizes information for a variety of purposes Think about the region of Florida in which you live. Describe the region in a letter to a friend who lives in another state. Explain why you think your region is the best place in Florida to live. LA.A.2.2.8 Reads and organizes information for a variety of purposes
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 2 Number of class periods: 15</p> <p><u>Earliest People</u></p> <ul style="list-style-type: none"> Compare and contrast early people in Florida and their cultures. Compare and contrast the 	<p>IIA1 Gather and relate data from different sources relative to Florida's history.</p> <p>IIA2 Conduct library research on Florida's history, past and present.</p> <p>IIA3 Identify Native American Indian tribes and research their lifestyles.</p> <p>VA2 Examine artifacts representative of Florida's history and culture.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> Select one of the Florida Native American groups described in your textbook. Research the Internet or other resources to find additional information about their customs and traditions. Present to the class. LA.A.2.2.8 Uses appropriate reference materials

<p>southern and central tribes (Calusas and Tocobagas); the south-eastern Native American Tribes, (Tequestas) and the northern Native American Tribes (Apalachees, Timucuans).</p> <p><u>Mandate(s)</u> Women's Contributions to the U.S.</p>			<p><u>Writing</u></p> <ul style="list-style-type: none"> Use research tools, such as the Internet, to identify actual Florida sites and artifacts to use in a story. Write to tell about a time you found an artifact. LA.A.2.2.8 Uses appropriate reference materials Compare and contrast, using a Venn Diagram, the Calusas and the Tocobagas using information from your text. LA.A.2.2.7 Compare and contrast
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 3 Number of class periods: 12</p> <p><u>Exploration & Settlement</u></p> <ul style="list-style-type: none"> European exploration Spanish claims French claims Conflict over Florida British rule American Revolution <p><u>Mandate(s)</u> African American History Hispanic Contributions to the U.S. Women's Contributions to the U.S.</p>	<p>IIA1 Gather and relate data from different sources relative to Florida's history.</p> <p>IIA2 Conduct library research on Florida's history, past and present.</p> <p>IIA4 Discuss major conflicts in Florida's history.</p> <p>IIA5 Research famous men and women, both past and present, who have contributed to Florida's development.</p> <p>VA2 Examine artifacts representative of Florida's history and culture.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> List the events that led to European colonization in the Americas in chronological order and create an illustrated time line. LA.A.2.2.1 Main Idea <p><u>Writing</u></p> <ul style="list-style-type: none"> If you were starting a new colony, what kind of place would you choose for a settlement? Write to explain why you would choose that location. LA.A.2.2.1 Main Idea Write to explain how Bernardo de Galvez helped the American Revolution. LA.E.1.2.3 Recognizes similarities and differences
SECOND NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 4 Number of class periods: 44</p> <p><u>Changing Times</u></p> <ul style="list-style-type: none"> Florida joins the United States The new territory Statehood Life in a slave state The Underground Railroad The Union and the Confederacy Florida and the Civil War Reconstruction <p><u>Mandate(s)</u> African-American History Women's Contributions to the U.S. Character Education Hispanic Contributions to the U.S.</p>	<p>IIA1 Gather and relate data from different sources relative to Florida's history.</p> <p>IIA2 Conduct library research on Florida history, past and present.</p> <p>IIA4 Discuss major conflicts in Florida's history.</p> <p>IIA5 Research famous men and women, both past and present, who have contributed to Florida's development.</p> <p>IIIA6 Distinguish between fact and opinion.</p> <p>VA1 Describe the importance of primary sources in the study of culture; e.g., artifacts and photographs</p>	<p>IIA While studying Florida's history, the students will:</p> <ol style="list-style-type: none"> Complete a time line illustrating major events in Florida's history from 1513 to the present. Create a portrait gallery of historical personalities who have contributed to Florida's history. Research the impact of various nations, both past and present, on Florida's history and culture. Compare and contrast the current Native American Indian cultures in Florida with the cultures as they existed prior to the arrival of Europeans. 	<p><u>Project</u></p> <ul style="list-style-type: none"> Research the Louisiana Purchase using nonfiction books, magazines, or the Internet. Search for information about the reasons for the territory's sale as well as what the new territory meant to the United States. Write a book report using the information that you gather. LA.A.2.2.8 Reads and organizes information for a variety of purposes <p><u>Writing</u></p> <ul style="list-style-type: none"> Compare and contrast Spanish and British reasons for seeking control of Florida. Write a paragraph to express your point of view. LA.E.1.2.3 Recognizes similarities and differences Write a news story about Florida becoming part of the United States. Describe the terms of the Adams-Onis Treaty and provide facts about the

			<p>new government and its leaders. Remember to focus on: who, what, when, where, why, and how.</p> <p>LA.A.2.2.1 Main idea</p> <ul style="list-style-type: none"> Read a historical novel about plantation life or the Underground Railroad. Write a book report to present to the class. <p>LA.A.2.2.1 Main Idea</p>
THIRD NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 5 Number of class periods: 21</p> <p><u>Industry & Immigration</u></p> <ul style="list-style-type: none"> Railroads Tourism The cattle Industry The citrus Industry The cigar Industry <p><u>Mandate(s)</u> Hispanic Contributions to the U.S.</p>	<p>IVA1 Examine tourism, agriculture, trade, and the environment in Florida from the political, economic, and social perspectives.</p> <p>IVA3 Describe the various types of businesses, industries, and natural resources in Florida.</p> <p>IVA4 Discuss ways in which occupational choices are linked to the Florida economy.</p> <p>IVA5 Define interdependence, production, cost effectiveness, recession, depression, profit and loss, and supply and demand.</p> <p>IVA6 Distinguish between producers of goods and providers of services.</p> <p>IVA7 Discuss the value of a good worker to industry.</p>	<p>IVA After studying selected businesses and industries in Florida, students will:</p> <p>a. Draw a poster which illustrates the impact of business and industry on Florida's environment.</p> <p>b. Develop a large classroom map showing the location of major products and resources in Florida.</p> <p>c. Report on the specifics of a selected occupation in Florida in terms of earning and advancement potential, job security, and future job security.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> After reading about the development of Florida's railroads, locate the cities that were connected by the railroad on a map of Florida. Trace the route that the railroad probably followed between cities. LA.A.2.2.8 Uses appropriate reference materials Imagine that you are a northern tourist staying at the Ponce de Leon Hotel or the Tampa Bay Hotel in the late 1800's. Create an oversized postcard that shows something about the hotel on one side. On the other side, write a note to a friend back home about your trip to Florida. LA.A.2.2.8 Uses appropriate reference materials LA.A.2.2.8 Reads and organizes information for a variety of purposes <p><u>Writing</u></p> <ul style="list-style-type: none"> Create an advertisement for a product produced in Florida. Tell where the product was made, raised, or grown. Explain why people would like or need it. LA.A.2.2.7 Compare and contrast Think about what Florida might be like today if people such as Ybor or Henry Flagler had not brought new industries to the state. Write to explain your opinion. LA.A.2.2.8 Reads and organizes information for a variety of purposes
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 6 Number of class periods: 30</p> <p><u>A Growing State</u></p> <ul style="list-style-type: none"> Economy Tourism 	<p>IVA3 Describe the various types of business, industry, and natural resources in Florida.</p> <p>IVA5 Define interdependence, production, cost effectiveness, recession, depression, profit and loss, and supply and demand.</p> <p>IVA6 Distinguish between producers of goods and providers of services.</p> <p>IVA7 Discuss the value of a good worker to industry.</p>	<p>VA After examining artifacts, photographs, and other materials representative of Florida's history and culture, students will:</p> <p>a. Identify Florida's symbols and</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a graphic organizer to organize information about Florida and World War I. Create a presentation based on the information you included in your graphic organizer. LA.A.2.2.8 Uses appropriate reference materials

<ul style="list-style-type: none"> Florida and World War I ecology and environmental Protection <p><u>Mandate(s)</u> African-American History Women's Contributions to the U.S.</p>	<p>VA4 Construct a chart which shows the contributions made by the various cultures within Florida.</p> <p>VB1 Define the terms discrimination, prejudice, and stereotype and give examples of each.</p>	<p>hypothesize as to why they were chosen.</p> <p>b. Propose possible alternative choices for our state symbols and provide reasons for the alternatives.</p> <p>c. Select a specific artifact and prepare an oral or written report on the artifact's significance.</p> <p>d. Create a time capsule which includes items that reflect current Florida culture.</p>	<ul style="list-style-type: none"> Brainstorm what items can be recycled and what the recycled products are used for. Ask students to find out where they can recycle items in their community. Discuss the importance of recycling. LA.A.2.2.8 Reads and organizes information for a variety of purposes Have students form small groups. Ask each group to research an invention from the 1920's and to create an advertisement for that invention. Include pictures and highlight the reasons someone might want to buy the invention. Present advertisements to the class. LA.E.1.2.2 Understands plot and conflict resolution <p><u>Writing</u></p> <ul style="list-style-type: none"> In order for a state to ratify an amendment, its legislature or a state convention must approve the amendment. Pretend that you are a Florida resident in 1919. Write a persuasive letter to the state legislature in support of the Nineteenth Amendment. Use details to support your argument. LA.A.2.2.2 Recognizes when a text is primarily used to persuade Students will use the Internet and library resources to find information about women's suffrage leaders, voters, and public officeholders in Florida. Have students share their findings with the class. LA.A.2.2.8 Uses appropriate reference materials Students will create a graphic organizer to review the events in a changing Florida by completing a cause and effect chart. LA.E.2.2.1 Cause and effect Students will read a suitable biography of Zora Neale Hurston. (<i>Jump at de Sun, The Story of Zora Neale Hurston, Zora Neal Hurston: African American Writer, Journey to Freedom</i>) and present oral reports about Hurston's life. LA.E.1.2.3 Recognizes similarities and differences Students will write a news story about contributions Florida made to the war effort during World War II. Use the Internet, magazines, or encyclopedias. Show news clips or read stories to the class to demonstrate how a television news broadcaster would present the news. LA.A.2.2.8 Uses appropriate reference materials Ask students to write a journal entry about a problem he or she has encountered. List each step of the problem-solving process and describe how
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			they used the steps to solve their problems. LA.E.1.2.2 Understands plot and conflict resolution
FOURTH NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 7 Number of class periods: 13</p> <p><u>Population</u></p> <ul style="list-style-type: none"> Immigration to Florida Population growth in Florida The Civil Rights movement <p><u>Mandate(s)</u> African American History Hispanic Contributions to the U.S.</p>	<p>IIA5 Research famous men and women, both past and present, who have contributed to Florida's development.</p> <p>VB2 Investigate the problems and adjustments faced by newly arrived immigrants to the United States and, in particular, Florida.</p> <p>VB3 Identify the major immigrant groups in South Florida.</p> <p>VB4 Formulate a list of helpful suggestions that will assist a person (newly relocated) in adjusting to a new environment.</p>	<p>VB After defining discrimination, prejudice, and stereotypes and discussing current related issues in Florida, students will:</p> <p>a. Compare their lifestyles to lifestyles of persons in other countries by compiling a chart in terms of housing, education, food, transportation, technology, entertainment, and income.</p> <p>b. Draw pictures, or create a collage, that represent the literature, music, and art forms of selected cultures.</p> <p>c. Develop a news program focusing on the difficulties immigrants experience during acculturation.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a class time line of the events that helped Florida's population grow. LA.A.2.8 Uses appropriate reference materials Have students role-play the incident that sparked the Montgomery, Alabama bus boycott. One student will play the role of Rosa Parks; others may act as the bus driver, passengers, and police officers. Students will interact with one another through dialogue. Discuss how people today can respond when another person's civil rights have been violated. LA.E.1.2.2 Understands plot and conflict resolution. <p><u>Writing</u></p> <ul style="list-style-type: none"> Retirees and others want to live in Florida, thus causing a fast growing population. Write to explain the reasons that draw them to Florida. LA.E.2.2.8 Uses appropriate reference materials Ask students to suppose that they are all immigrants who have recently arrived in Florida. Write a postcard to a friend back home telling about their experiences since arriving. Include details about Florida's landforms and climate. LA.E.1.2.3 Recognizes similarities and differences Choose a person that impacted Florida's development. Research and present orally to the class. LA.A.2.2.8 Uses appropriate reference materials
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 8 Number of class periods: 10</p> <p><u>Economics</u></p> <ul style="list-style-type: none"> Florida's industries, trade, and natural resources Imports and exports Businesses, occupational choices and Florida's economy 	<p>IVA1 Examine tourism, agriculture, trade, and the environment in Florida from the political, economic, and social perspectives.</p> <p>IVA2 Discuss current economic issues in Florida.</p> <p>IVA3 Identify and describe the various types of businesses, industries, and natural resources in Florida.</p> <p>IVA4 Discuss ways in which occupational choices are linked to the Florida economy.</p> <p>VIA1 Examine Miami's location relative to nations in the Caribbean, Central, and South America.</p>	<p>VIA After studying Miami's position as a gateway to the Caribbean, Central, and South America, students will:</p> <p>a. Trace trade routes between South Florida, the Caribbean, and Latin America and label the commodities being traded along these routes.</p> <p>b. Write an essay explaining why South</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Florida has a diverse economy. Write to explain why this is important. LA.A.2.2.8 Reads and organizes information for a variety of purposes Write a journal entry as if you participated in the lunch counter sit-ins in Tallahassee. Use details to support your ideas. LA.E.1.2.2 Understands plot and conflict resolution

<ul style="list-style-type: none"> • Legal and illegal trade • Miami's role as an international trade center <p><u>Mandate(s)</u></p> <p>African American History Hispanic Contributions to the U.S.</p>	<p>VIA2 Determine what imports and exports pass through Miami's seaport and airport.</p> <p>VIA3 Examine how Miami's role as an international trading center has grown and developed and list the factors that have contributed to this growth.</p> <p>VIA4 Identify some of the different international businesses located in South Florida.</p> <p>VIA5 Distinguish between legal and illegal trade and suggest what can be done to eliminate illegal trade.</p> <p>VIA6 Evaluate the effects of trade between South Florida and the nations of the Caribbean, Central, and South America.</p>	<p>Florida, especially Miami, has been designated as the "Gateway to the Caribbean, Central, and South America."</p>	<ul style="list-style-type: none"> ▪ Florida has a warm climate. Write to explain what would happen to its economy if it were to experience very cold winters. LA.A.2.2.8 Uses appropriate reference materials. • Think about local businesses. What business can develop in your community? Write to explain and describe your business. Give it a name. LA.A.2.2.8 Uses appropriate reference materials
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 9 Number of class periods: 6</p> <p><u>Environment</u></p> <ul style="list-style-type: none"> • The Everglades • Ecology and environmental protection • Current environmental problems <p><u>Mandate(s)</u></p> <p>Character Education</p>	<p>IB1 Describe the Everglades and the importance of this area to Florida's environment.</p> <p>IB2 Identify current environmental problems in Florida.</p>	<p>IB After studying the Everglades and its environmental importance, students will:</p> <ul style="list-style-type: none"> • Research current environmental problems affecting the Everglades; e.g., agricultural run-off. Development. • Write a letter to a government official outlining a problem and proposing a solution to the problem. • Create a bulletin board consisting of articles, both positive and negative, on the Everglades. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Imagine that you are President Harry Truman. The year is 1947, thousands of people have gathered in Everglades City. Write a short speech that President Truman can give when he dedicates Everglades National Park LA.A.2.2.8 Reads and organizes information for a variety of purposes • Have students research the life and work of Marjorie Stoneman Douglas and present their findings to the class. Cite Five specific examples of ways she helped the environment, and in particular, the Everglades. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Tell students that they have been given a display area at the visitor center in Everglades National Park. Ask each student to design an exhibit that shows something interesting or important about the park. The students will sketch the exhibit and write a brief description of its theme. LA.A.2.2.8 Uses appropriate reference materials LA.A.2.2.8 Reads and organizes information for a variety of purposes
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 10 Number of class periods: 14</p> <p><u>Florida's Government</u></p> <ul style="list-style-type: none"> • Three levels of Florida's government • Requirements, importance of voting • Process and roles of other state government representatives 	<p>IIIA1 Discuss reasons why state government is necessary; e.g., lawmaking, environmental protection, law enforcement, education.</p> <p>IIIA2 Explain the method of election and role of the governor, lieutenant governor, and the state legislators who represent Miami-Dade County districts.</p> <p>IIIA3 Explain how laws and the judicial process help solve local, state, and personal problems.</p> <p>IIIA4 Discuss and describe the workings of the three levels of government: local, state, and national; and the three branches of government: executive, legislative, and judicial.</p> <p>IIIA5 Outline the rights and responsibilities of a good citizen.</p>	<p>IIIA After reading about and discussing the purposes of local and state governments, students will:</p> <ol style="list-style-type: none"> a. Create a poster illustrating the structure of local and state government. b. Use the newspaper or view television news to identify state and local problems. c. Suggest ways that state and local government can address and/or solve the 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Organize the class into three groups. Assign each group a branch of the Florida government. Ask students to review their assigned branch and select specific members for each branch. Example: the legislative branch should select state senators and representatives, the executive branch should select a governor, and the judicial branch should select justices. Have students present their roles and duties to the class.

<ul style="list-style-type: none"> Necessity of state government Rights and responsibilities of good citizens <p><u>Mandate(s)</u> Character Education</p>	<p>IIIA7 Discuss the requirements for and the importance of voting.</p> <p>IIIA8 Describe resources available to assist people in making informed choices.</p>	<p>identified problems.</p> <p>d. Write a letter to a local or state representative proposing solutions to the identified problems.</p>	<p>LA.E.1.2.3 Recognizes similarities and differences</p> <ul style="list-style-type: none"> Students will write and deliver a short speech that they would give as candidates for governor of Florida. Students will describe the qualities that would make them good governors, identify issues or problems affecting the state, and explain solutions they would implement if elected. <p>LA.A.2.2.2 Recognizes when a text is primarily intended to persuade</p> <p>LA.2.2.8 Reads and organizes information for a variety of purposes</p> <ul style="list-style-type: none"> Students will create campaign ads for their campaign for governor of Florida. They should include a print ad (newspaper or magazine) a television ad, and a radio ad (30 seconds). Students will complete a chart to categorize details about the federal government. Then, students will compare the structures of the federal and state governments. Title: "United States Government", headings: "Branch", "Offices", "Duties". <p>LA.A.2.2.8 Uses appropriate reference materials</p> <ul style="list-style-type: none"> Invite naturalized citizens to speak to the class. <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will work with a partner to write questions they might pose if they were to interview a naturalized citizen. They should include questions about the process of becoming a citizen, how the person prepared for citizenship, and how he or she felt upon gaining citizenship. <p>LA.A.2.2.8 Uses appropriate reference materials</p> <ul style="list-style-type: none"> Students will work with partners to write summaries of the rights and responsibilities of citizens. They should decide who will summarize rights and who will summarize responsibilities. Then, the students will illustrate their own summaries. <p>LA.A.2.2.1 Main idea</p>
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FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 1 Number of class periods: 10</p> <p><u>Geography and Me</u></p> <ul style="list-style-type: none"> Compare the Five Themes of Geography and the Six Essential Elements. Land forms, mountain ranges Latitude and longitude <p><u>Mandate(s)</u></p>	<p>IA1 Identify the four hemispheres.</p> <p>IA2 Apply basic map and globe skills such as determining directions, using scale, and interpreting a map legend by creating a map of the student's neighborhood.</p> <p>IA3 Recognize that the United States, Canada, and Mexico are part of the North American continent.</p> <p>IA4 Locate major mountain ranges and bodies of water on a map and globe, including those in and around North America.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> Evaluate and discuss the school fire drill map using cardinal directions. LA.A.2.2.8 Uses appropriate reference materials Use a hurricane-tracking map to track the longitude and latitude of a self-named hurricane. LA.A.2.2.8 Uses appropriate reference materials <p><u>Writing</u></p> <ul style="list-style-type: none"> Explain, using geographical terms, how to safely evacuate the school building from a particular location (ex. cafeteria, library, office). LA.A.2.2.8 Uses appropriate reference materials
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 2 Number of class periods: 10</p> <p><u>The Earliest Americans</u></p> <ul style="list-style-type: none"> The "Land-Bridge Story" Desert Southwest Northwest Coast The Plains Eastern Woodlands <p><u>Mandate(s)</u></p>	<p>IA6 Analyze the impact of geography on the exploration, settlement, and expansion of the United States.</p> <p>IIA1 Define change and discuss examples in early history that contributed to the development of the United States; i.e., Middle Ages, Renaissance, growth of trade, exploration.</p> <p>IIA3 Construct time lines.</p>	<p>IA After studying the importance of geography to the early exploration and settlement of North America, students will:</p> <ol style="list-style-type: none"> Create a mini-atlas to include a world map showing major New World exploration routes, a map of the original thirteen colonies, and a map showing major trails and routes to settle the American West. Locate, on a map of North America, the geographic barriers that impacted early exploration, colonization, and westward expansion; e.g., oceans, mountains, rivers, deserts. Write a series of three diary entries from the point of view of an early explorer or western settler including the hardships they faced. Participate in a class discussion on the impact of geography on the exploration and settlement of North America. 	<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a map of the present day United States showing the location of Native American tribes. LA.A.2.2.8. Students will begin creating a United States history timeline. LA.A.2.2.1 Main idea Work in small groups to research and teach a particular section of the chapter. Groups will incorporate the use of visuals. LA.A.2.2.8 Use appropriate reference materials Divide students in groups and assign each group a Native American tribe. Have groups prepare an oral report with visuals to explain the major characteristics of each tribe. <p><u>Writing</u></p> <ul style="list-style-type: none"> Plan a celebration & write a speech honoring a selected explorer. LA.A.2.2.1 Main idea After hearing all the reports, have students write an essay comparing and contrasting two Native American tribes.

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 22</p> <p><u>Exploring the New World & Early Immigration</u></p> <ul style="list-style-type: none"> The world in the 1400's East-West trade Columbus Spanish Conquerors Search for the Northwest Passage <p><u>Mandate(s)</u> Character Education</p>	<p>IIA2 Define conflict and discuss factors that cause conflict. IIA3 Construct time lines. VA1 Evaluate the adverse effects of labeling and stereotyping. VA2 Define culture, custom, tradition, ethnic, acculturation, heritage, migration, Immigration and ethnocentricity. VA3 Compare and contrast the customs and traditions of various culture groups. VA5 Construct tables, charts, and graphs. VB2 Identify major groups who have immigrated to the United States. VB3 Discuss factors that contributed to immigration to the United States.</p>	<p>IA After studying the concept of conflict in United States history, students will:</p> <ol style="list-style-type: none"> Select a specific conflict for analysis. Develop a time line which indicates the events leading to a specific conflict and which also indicates the results of the conflict. Suggest ways by which the selected conflict could have been averted. Draw a political cartoon illustrating the selected conflict. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Create a foldable of various explorers. Identify cause & effect relationships based upon the expedition. LA.E.2.2.1 Cause and effect Assume the role of an explorer & persuade someone to fund an exploration. LA.A.2.2.2 Author's Purpose Imagine the year is 1776 and you are a newspaper reporter in Philadelphia. On July 8, you attend the first public reading of the Declaration of Independence. Write a news story about the event and the reactions of those present. LA.A.2.2.8 Reads and organizes information for a variety of purposes

SECOND NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 4 Number of class periods: 30</p> <p><u>Life in the Colonies</u></p> <ul style="list-style-type: none"> Massachusetts Bay Colony Rhode Island and Connecticut colonies New Hampshire settlement Indian Wars New England's economy <p><u>Mandate(s)</u> Women's Contributions to the U.S. Character Education</p>	<p>IA5 Locate and name the original thirteen colonies. IIA3 Construct time lines. IIA2 Define conflict and discuss factors that cause conflict. IIA4 Cite examples of social, political, economic, or military conflicts in United States history. IVA2 Define the following economic terms: economic growth, competition, supply and demand, raw material, import and export. VA2 Define culture, custom, tradition, ethnic, acculturation, heritage, migration, immigration, and ethnocentricity. VA5 Construct tables, charts, and graphs.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> Create a brochure to attract settlers to a particular colony. LA.A.2.2.8 Uses appropriate reference materials Persuade a fellow colonists as to why one colonial region is a better place to live than another. LA.A.2.2.2 Recognizes when a text is primarily persuasive Tell what a typical day would be like on a plantation in the south. LA.A.2.2.7 Compare and contrast <p><u>Writing</u></p> <ul style="list-style-type: none"> Review and discuss the purpose of the Mayflower Compact and create your own list of classroom rules. Write to explain how those rules will benefit the members of the class throughout the school year. LA.A.2.2.2 Recognizes when a text is primarily intended to persuade Create a Venn Diagram comparing your life to that of a Puritan. Write to explain the similarities and differences.

			LA.A.2.2.7 Compare and contrast <ul style="list-style-type: none"> Continue classroom time line in writing. LA.A.2.2.1 Main idea
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 5 Number of class periods: 14 <u>Early Conflicts</u> <ul style="list-style-type: none"> The French and Indian War The Revolutionary War <u>Mandate(s)</u> Character Education	IVA2 Define the following economic terms: economic growth, competition, supply and demand, raw material, import and export. VA5 Construct tables, charts, and graphs. IVB2 Identify examples of government services provided through tax dollars.	IVB After examining the purpose of taxes, students will: <ol style="list-style-type: none"> Write an opinion paragraph on the need for taxation at either local, state, or national levels. Construct a collage that identifies ways which tax dollars are used to provide needed services. 	<u>Projects</u> <ul style="list-style-type: none"> Research Benjamin Franklin and design a monument honoring him. LA.A.2.2.8 Uses appropriate reference materials Draw a poster that would encourage people to join a colonial militia. Present the poster to the class. <u>Writing</u> <ul style="list-style-type: none"> Pretend that you are a member of Parliament and write to persuade the colonists of the benefits of taxation. LA.A.2.2.2 Recognizes when a text is primarily intended to persuade Research the battles of the American Revolution and create a cause and effect chart accordingly.

THIRD NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 6 Number of class periods: 12 <u>American Independence</u> <ul style="list-style-type: none"> Confederation Constitutional Convention Ratification of the Constitution Bill of Rights <u>Mandate(s)</u> Character Education Women's History	IIA2 Define conflict and discuss factors that cause conflict. IIA4 Cite examples of social, political, economic, or military conflicts in United States history. IIC1 Identify the Declaration of Independence, the United States Constitution, and the Bill of Rights as the documents that serve as the basis for American democratic principles.	IIA After studying the concept of conflict in United States history, students will: <ol style="list-style-type: none"> Select a specific conflict for analysis. Develop a time line which indicates the events leading to a specific conflict and which also indicates the results of the conflict. Suggest ways by which the selected conflict could have been averted. Draw a political cartoon illustrating the selected conflict. 	<u>Project</u> <ul style="list-style-type: none"> How was a Puritan town like the town in which you live? How was it different? Create a model or Venn Diagram. LA.E.1.2.3 Recognizes similarities and differences <u>Writing</u> <ul style="list-style-type: none"> Write a newspaper story announcing the creation of the U.S. Constitution and how it will affect the new nation.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 7 Number of class periods: 15 <u>Formation of a New Government</u>	IIA3 Construct time lines. IIC1 Identify the Declaration of Independence, the United States Constitution, and the Bill of Rights as the documents that serve as the basis for American democratic principles.	IIC After studying historical documents, including the Declaration of Independence, the United States Constitution, and the Bill of Rights,	<u>Project</u> <ul style="list-style-type: none"> Set up a mock congress in class and go through the process of a bill becoming a law.

<ul style="list-style-type: none"> The new government begins Major democratic principles Three branches of the national government Checks & balances How a bill becomes a law <p><u>Mandate(s)</u> Character Education</p>	<p>IIC2 Discuss the major democratic principles and concepts outlined in the United States Constitution and Bill of Rights; e.g., freedom, justice, equality, majority rule, minority rights.</p> <p>IIIA2 Identify the United States Constitution as the basis for United States law.</p> <p>IIIA4 Discuss the responsibilities of local, state, and national governments.</p> <p>IIIA5 Describe the functions of the three branches of the national government.</p> <p>IIIA6 Discuss the role of the following in the government: president, vice-president, Senators, representatives, Supreme Court justices.</p> <p>IIIA7 Discuss the system of checks and balances.</p> <p>IIIA8 Outline the steps required for a bill to become a law.</p> <p>VB1 Gather data from a variety of sources relative to United States history.</p>	<p>students will:</p> <ol style="list-style-type: none"> Participate in a class discussion on the major democratic concepts and principles found in each document. Create a new American symbol that illustrates one or more democratic concepts or principles. Role plays situations that illustrate key democratic principles and/or individual rights and responsibilities. <p>IIIA After studying the United States government and its three branches, students will:</p> <ol style="list-style-type: none"> Construct a diagram outlining the steps required for a bill to become a law. Compile a list of examples of problems and concerns that should be addressed at the national level. Propose legislation to address at least one of the problems and concerns identified. Role play a class legislative session where the proposed legislation will be debated. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Think about an amendment you would like to add to the Constitution. Write to persuade your current senator and representative why it should be considered. LA.A.2.2.2 Recognizes when a text is primarily intended to persuade
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 8 Number of class periods: 12</p> <p><u>Westward Movement</u></p> <ul style="list-style-type: none"> Settling the Last Frontier Miners, ranchers, homesteaders Conflict in the West The Transcontinental Railroad The steel industry The oil industry <p><u>Mandate(s)</u> Women's Contributions to the U.S. African American History</p>	<p>IA6 Analyze the impact of geography on the exploration, settlement, and expansion of the United States.</p> <p>IIB1 Read biographies, short stories, poetry, myths, legends, and folklore related to United States history.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> Use information from the text and from the Internet to create a foldable about items invented in the 1800's. LA.A.2.2.8 Uses appropriate reference materials <p><u>Writing</u></p> <ul style="list-style-type: none"> Write to explain how transportation impacted westward movement. LA.E.2.2.1 Cause and effect, LA.A.2.2.8 Uses appropriate reference materials Create a journal with several entries explaining the difficulties faced traveling/moving west.

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 9 Number of class periods: 12</p> <p>Regional Disagreements, Slavery, Civil War</p> <ul style="list-style-type: none"> • Division over slavery • The Missouri Compromise-1820 • The Compromise of 1850 • The Kansas Nebraska Act of 1854 • Slavery and freedom • Underground Railroad • Abolitionists • The Union breaks apart • The Civil War • Emancipation Proclamation <p><u>Mandate(s)</u> African American History Women's Contributions to the U.S. Character Education</p>	<p>IIA2 Define conflict and discuss factors that cause conflict.</p> <p>IIB1 Read biographies, short stories, poetry, myths, legends, and folklore related to United States history.</p> <p>VB1 Gather data from a variety of sources relative to United States history.</p>	<p>IIB After reading biographies of Americans in selected periods of United States history, students will:</p> <ol style="list-style-type: none"> • Create a "talk show" with famous Americans that emphasizes accomplishments, goals, aspirations, and philosophies. • Participate in a class discussion evaluating the lasting contributions of the individuals represented. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Create a diorama depicting an event during the Civil War era. LA.A.2.2.8 Uses appropriate reference materials. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a biography about a significant African American from the Civil War era. LA.A.2.2.8 Reads and organizes information for a variety of purposes.

FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 10 Number of class periods: 23</p> <p><u>The Wars</u></p> <ul style="list-style-type: none"> • Spanish-American War • The Panama Canal • World War I • Urbanization • The Great Depression • The "Dust Bowl" • The "New Deal" • World War II • Wartime industries • Japanese Americans • Fighting in Africa and Europe • The Pacific Front • Effects of the War: Holocaust, United Nations, Communism, the "Cold War" <p><u>Mandate(s)</u> Holocaust</p>	<p>IA6 Analyze the impact of geography on the exploration, settlement, and expansion of the United States.</p> <p>IIA2 Define conflict and discuss factors that cause conflict.</p> <p>IIA3 Construct time lines.</p> <p>IIA4 Cite examples of social, political, economic, or military conflicts in United States history.</p> <p>IIIA1 Compare and contrast representative democracy to other forms of government; e.g., monarchy, communism, dictatorship.</p> <p>IVA1 Describe the relationship between economics and technology.</p> <p>IVA3 Demonstrate that increased specialization provides a higher standard of living through increased productivity.</p> <p>IVA4 Identify the social and political consequences of industrialization and urbanization in the United States after 1880.</p> <p>IIB1 Read biographies, short stories, poetry, myths, legends, and folklore related to United States history.</p> <p>IIB2 Identify the contributions made to United States history, including the fields of communication and technology by people from various racial, ethnic, and minority groups.</p> <p>VB4 Discuss the contributions of immigrant groups to American society; i.e., social, political, economic, religious.</p>	<p>VB After reading about and discussing immigration to the United States, students will:</p> <ol style="list-style-type: none"> • Discuss the concept of immigration and outline the reasons people have immigrated. • Compare and contrast the traditions and customs brought by immigrants to the United States. • Present an oral report on a selected group of people and their contributions to the United States. • Create a calendar that depicts traditions and customs associated with immigrant groups. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Divide the students into groups and have each group research the cause and effects of one of the following topics: Spanish-American War, World War I, the Great Depression, World War II, and the Holocaust. • Have groups present an oral report of their research in class. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write to explain how World War II was different than any other war. LA.A.2.2.7 Compare and contrast • The stock market crashed in 1929. Pretend you are a successful banker who lost all of your money. Write to tell what you did after you lost all of your money. LA.E.2.2.1 Cause and effect

Women's Contributions to the U.S. Character Education			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 11 Number of class periods: 10 <u>Issues Affecting Modern America</u> <ul style="list-style-type: none"> Arms Race Space Race Cuban Missile Crisis Civil rights, nonviolence Integration Migrant workers' rights Vietnam War Détente Watergate scandal End of the Cold War World Trade Center attack-9/11/01 Terrorism attacks <u>Mandate(s)</u> Holocaust Women's Contributions to the U.S. Hispanic Contributions to the U.S.	IIIA3 Discuss the importance of voting and identify voting requirements; e.g., citizenship, age, registration. IIIB1 Discuss the significance of being a politically active citizen; e.g., campaigning, voting, volunteering. IIIB2 Identify important environmental issues. IVA5 Identify a situation where buyers would be willing to purchase a smaller amount of goods or services at higher prices. IVA6 Suggest a situation where sellers will offer a greater amount of goods and services at higher prices. IVA7 Cite evidence to support the claim that the government protects the consumer. IVA8 Compare the economy of the United States to other selected countries. IVA9 Recognize the social and economic impact of the Great Depression on American society. VA4 Identify major immigrant groups in South Florida. VA5 Construct tables, charts, and graphs. VB3 Discuss factors that contributed to immigration to the United States.	IVA After studying basic economic concepts, students will: <ol style="list-style-type: none"> Identify the factors that determine the price and availability of consumer goods. Select a specific product and develop a chart that lists the raw materials required to produce it and the geographic region where those raw materials are found. Plot on a graph an imaginary supply and demand curve for the specific product selected. VA After reading and studying selected articles on various cultural groups in the United States and participating in discussions, students will: <ol style="list-style-type: none"> Compare and contrast cultural aspects of one United States family with that of another by writing an expository essay. Write an opinion paper on whether the United States is a "tossed salad" or a "melting pot" of cultures. Provide examples, through role play, of how Americans borrow and exchange customs and traditions. Construct graphs comparing the population of various cultural groups. 	<u>Project</u> <ul style="list-style-type: none"> Students will make individual representations of an event in the space program to create a class quilt. LA.A.2.2.8 Uses appropriate reference materials Compare and contrast today's immigrant groups with immigrant groups from 100 years ago. LA.A.2.2.7 Compare and contrast Students will interview a family member to learn about the family's personal immigration experience. LA.A.2.2.8 Reads and organizes information for a variety of purposes <u>Writing</u> <ul style="list-style-type: none"> Create a Venn Diagram comparing the ideas of communism and capitalism. Write an essay that explains their similarities and differences. Research a famous leader from the Civil Rights era and write a biography that highlights their accomplishments. Write a letter to a family member who experienced a loss as a result of the terrorist attacks of September 11, 2001. LA.A.2.2.8 Reads and organizes information for a variety of purposes
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objectives(s)	Competency(ies)	Potential Creative Writing/Essay Topics/ Potential Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 12 Number of class periods: 10 <u>Global Issues</u> <ul style="list-style-type: none"> Environment Peace 	VIA1 Examine the role of the United States in the world community. VIA2 Describe the functions of United States peacekeeping forces and discuss ways in which the United States deals with national and global conflicts. VIA3 Identify and describe current global issues; e.g., environmental concerns, peace, food, hunger, ethnic cleansing.	IIIB After reading poems, articles, and books that express environmental concerns, and discussing the importance of civic activism, students will:	<u>Project</u> <ul style="list-style-type: none"> Think of an environment issue/problem that is important to you. Research the issue/problem and prepare a public service announcement that informs the public of the problem and what can be done about it.

<ul style="list-style-type: none"> • Food-hunger • Ethnic cleansing • Europe-United States • Terrorism • Rich-poor • Democracy-dictatorship <p><u>Mandate(s)</u> Women's Contributions to the U.S. Holocaust African-American History Hispanic Contributions to the U.S. Character Education</p>	VIA4 Analyze global problems from multiple perspectives; i.e., child-adult, Europe-United States, rich-poor, democracy-dictatorship. VIA5 Identify organizations and agencies involved in the world peace process; e.g., United Nations.	<ol style="list-style-type: none"> a. Plan and implement a school/ community project which addresses an environmental issue. b. Write a short story about the future if the environment is not preserved. c. Design bumper stickers encouraging other citizens to protect the environment. <p>VIA After studying global issues, students will:</p> <ol style="list-style-type: none"> a. Write an essay or an editorial or draw a political cartoon on a current global issue. b. Analyze and critique two editorials presenting different viewpoints on a similar global issue. c. Create a global issues bulletin board. 	<u>Writing</u> <ul style="list-style-type: none"> • Write to explain how new technology and population growth affect people's lives today. LA.E.2.2.1 Cause and effect
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