

Curriculum Maps - Multiple - Subject: Social Studies

Social Studies K

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Project Ideas
Unit 1				
Me on the Map (Location/Mapping/Signs& Symbols)	SS.K.A.1.1(I) Develop an understanding of how to use and create a timeline. SS.K.A.1.2(I) Develop an awareness of a primary source. SS.K.CG.2.3(I) Define patriotism as the allegiance to one's country. •Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). •Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom. •Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance. SS.K.G.1.1(I) Describe the relative location of people, places, and things by using positional words. SS.K.G.1.2(I) Explain that maps and globes help to locate different places and that globes are a model of the Earth. SS.K.G.1.3(I) Identify cardinal directions (north, south, east, west). SS.K.G.1.4(I) Differentiate land and water features on simple maps and globes. SS.K.G.2.1(I) Locate and describe places in the school and community. SS.K.G.2.2(I) Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. SS.K.G.3.1(I) Identify basic landforms. SS.K.G.3.2(I) Identify basic bodies of water. SS.K.G.3.3(I) Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	<ul style="list-style-type: none"> • How do I fit into my community? • Who are the people in authority within a family, school, and community? • What are the roles, rights, and responsibilities of a good citizen? • Communities are diverse and made of individuals who have a lot in common • How can a map help us? • How can we describe the location of objects compared to others? • How do people in various places live differently? • What are goods and services and how do we get them? • Symbols have meaning • Signs convey messages and ideas 	Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary Understands Vocabulary such as map, legend, Symbol, Globe, Compass Rose, state Distinguish between their town, city, state, country Can locate a maps legend Can recognize different types of maps: political, physical, etc It is important to locate North, South, East, & West on a map Identify maps and globes as a representation of the earth and recognize the difference between land and water K.3.3 Demonstrate geographic knowledge of places within the school and community How can maps get from one place to another Maps can show distance as well as relative location of objects/places Different types of maps/Maps have different purpose illustrates basic landforms Construct maps of familiar locations Maps and globes are spatial representations of places Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state) Rights, roles, and responsibilities of citizens in the community Explain the significance of personal or local events, objects, people, or places (significance)	Map of the Heart
Unit 2				
Home Sweet Home (Sarasota & Communities)	SS.K.A.1.1(I) Develop an understanding of how to use and create a timeline. SS.K.A.1.2(I) Develop an awareness of a primary source. SS.K.A.2.5(I) Recognize the importance of U.S. symbols. SS.K.CG.1.1(I) Identify the purpose of rules and laws in the home and school. •Students will define rules as standards of responsible behavior (e.g., rules for home and school). •Students will define laws as a system of rules intended to protect people and property that are created and	<ul style="list-style-type: none"> • Communities change over time. • People in a community are interdependent and have a responsibility to their community. • Citizens show respect for themselves and others in many ways. • Communities are formed by people with various 		

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	<p>enforced by government (e.g., speed limit).</p> <ul style="list-style-type: none"> •Students will identify what can happen without rules and laws. <p>SS.K.CG.1.2(I) Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"> •Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers. <p>SS.K.CG.2.1(I) Describe and demonstrate the characteristics of being a responsible citizen.</p> <ul style="list-style-type: none"> •Students will identify examples of responsible citizenship. •Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen. •Students will explain why it is important to take responsibility for one's actions. <p>SS.K.CG.2.2(I) Describe ways for groups to make decisions.</p> <ul style="list-style-type: none"> •Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion. •Students will identify examples of responsible decisions. <p>SS.K.CG.2.3(I) Define patriotism as the allegiance to one's country.</p> <ul style="list-style-type: none"> •Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). •Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom. •Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance. <p>SS.K.CG.2.4(I) Recognize symbols that represent the United States.</p> <ul style="list-style-type: none"> •Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States. <p>SS.K.CG.2.5(I) Recognize symbols that represent Florida.</p> <ul style="list-style-type: none"> •Students will recognize Florida's state flag and state nickname ("The Sunshine State") as symbols that represent the state. <p>SS.K.E.1.1(I) Describe different kinds of jobs that people do and the tools or equipment used.</p>	<p>commonalities.</p> <ul style="list-style-type: none"> •There is a difference between "needs" and "wants." •Every community has an economy and trade is a part of it. •Money is part of our economy. •Communities are formed by people with various commonalities. •People have "needs" and "wants." 		
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Project Ideas
Unit 3				
Let's Celebrate (Holidays & Heroes)	<p>SS.K.A.2.2(I) Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>SS.K.A.2.3(I) Compare our nation's holidays with holidays of other cultures.</p> <p>SS.K.A.2.4(I) Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p>	<ul style="list-style-type: none"> •Holidays have meaning •Holidays are celebrated in many different ways •Some holidays are common to everyone around the world and some are country-specific •Everyone can be a hero •Heroes show respect, 		

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		<p>honesty and courage</p> <ul style="list-style-type: none"> ● Citizens show respect for themselves and others in many ways 		
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Project Ideas
Unit 4				
Long Ago vs Today	<p>SS.K.A.2.1(I) Compare children and families of today with those in the past.</p> <p>SS.K.A.2.2(I) Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>SS.K.A.2.3(I) Compare our nation's holidays with holidays of other cultures.</p> <p>SS.K.A.2.4(I) Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.K.A.2.5(I) Recognize the importance of U.S. symbols.</p> <p>SS.K.A.3.1(I) Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p>SS.K.A.3.2(I) Explain that calendars represent days of the week and months of the year.</p>			

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Social Studies 1

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 1							
Needs, Wants, Mitzvah	<p>SS.K.E.1.2(I) Recognize that United States currency comes in different forms.</p> <p>SS.K.E.1.3(I) Recognize that people work to earn money to buy things they need or want.</p> <p>SS.K.E.1.4(I) Identify the difference between basic needs and wants.</p> <p>SS.1.E.1.1(I) Recognize that money is a method of exchanging goods and services.</p> <p>SS.1.E.1.5(I) Recognize the importance of saving money for future purchases.</p> <p>SS.1.E.1.6(I) Identify that people need to make choices because of scarce resources.</p>	<p>Essential Questions:</p> <p>Why can't I have everything that I want? How do people get what they need and want? How can I help others meet their needs?</p> <p>Understandings:</p> <ul style="list-style-type: none"> • Not everyone has the same access to resources • All living things have needs • Do we have a responsibility to help others • All living things needs are not always met • It is a mitzvah to help those less fortunate • Even kids can make a difference by doing mitvot 	<ul style="list-style-type: none"> • Distinguish between needs and wants • All living things have needs • What is goodwill? • Explain the rights and responsibilities students have in the school community. • Describe the characteristics of responsible citizenship in the school community. • Recognize that money is a method of exchanging goods and services. • Define opportunity costs as giving up one thing for another. • Recognize the importance of saving money for future purchases. • Identify that people need to make choices because of scarce resources. • Recognize that people make choices because of limited resources. • Recognize that people supply goods and services based on consumer demands. • List the characteristics of money. • Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. 	<p>Art - Create decorations or cards for the people at Aviva or create animal Math - Dealing with how to price items and calculate change Agriculture - Growing food to donate to the needy or selling goods to raise money for donations Spanish - Learning words of encouragement in Spanish to help us communicate with others</p>	<p>* Rubrics * Checklists EconomicsAssessment (1).docx</p>	<p>The teacher may wish to demonstrate with classroom activities how the presence of incentives to be productive and the existence of free markets that reward private investment and initiative are extremely important to producing more goods and services. Students successfully learning such lessons would be well on their way to thinking economically. Several studies have focused on the child's understanding of various aspects of the economy.9 According to these studies, young children often think that:</p> <ul style="list-style-type: none"> > Buying things in shops is a ritual, not an exchange involving profit. > Work and income are not connected. > The price tag or size determines price. > The value of money comes from its color, pictures, size, or serial number. > Banks are safe places to store money. > Property is owned by those who are near it. <p>Second, the teacher should focus students on how the misconception doesn't explain much about the world. Review the correct definition of opportunity cost and provide lots of new examples that illustrate the idea. Practice is important to learning to think economically. Ask, for example, what the opportunity cost of the following might be:</p> <ul style="list-style-type: none"> > Sleeping late on Saturday morning. > Being late to school. > Buying a fast food meal. > Owning a puppy. > Not wearing your eye glasses to school. > Fighting on the playground. > Staying up late to watch television. 	<p>GoodsandServicesSort.pdf NeedsWantsStockingSortFREEBIE.pdf EconomicsMarketplaceFreebie.pdf CommunityServiceProjectsProjectBasedLearning.pdf FREEClassroomEconomyPack.pdf</p>

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Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 2							
One Nation (Government)		<ul style="list-style-type: none"> • Communities need some form of government • Communities need laws • The United States has a democratic form of government • In the United States there are city, county, state, and national governments • Citizens can influence laws • Citizens can vote for the 	<p>Content</p> <ul style="list-style-type: none"> • Provide instruction on government positions, history, law and democracy • Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives • Students will have the opportunity to apply what they learn through performing community service that is linked to the curriculum • Students will 	<p>LA - Writing - Write letters to a local government official (this could be about a change in the environment or something that is happening in our community that students feel strongly about. All Specials - Students and teachers could look at the rules and how each class is run and compare it to our local or state government PE. - games that mimic a form of government</p>	<p>RightsandResponsibilitiesPocketChartSort.pdf Assessments / Reading Comprehensions</p>	<p>> Reading a book. > Going to a movie. Third, teachers need to make economic learning meaningful and memorable for children. Book-based expository approaches may not be sufficient either; children, especially those in the primary grades, may need real-life experiences with economic concepts in order to make sense out of the new learning. Experience-based instructional approaches can contribute significantly toward this end. To complement the exposure of students to activities that simulate real-life experiences, the teacher may need to focus their attention on the concept to be learned through some more direct form of instruction, such as a teacher-led debriefing session. M. L. Kourilsky has suggested some specific guidelines for employing experience-based economics instruction:11</p> <p>1. Think Local "Civic engagement needs to begin at home," writes teacher Amy Cassiday. Start by inviting your students to talk about the needs and the strengths of their community. What problems do they see? How do students think they could be best addressed? Then, find ways for students to take action. Create posters or fliers. Include a day of community service when students plan and implement an activity to improve their own community. Let them decide how to focus their efforts. Whether it's serving the elderly, reading to younger children, cleaning up a local park or cemetery, there are a million ways kids can make a difference</p>	<p>Your Government, Your Voice Book List On-Line Activity Civics in the elementary classroom Civics & Government Activities Article / Resources BranchesofGovernment.pdf TheUnitedStatesConstitutionMiniBook.pdf</p>

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people that govern

- Students will learn the value of getting involved in their school and local community
- Formal letter writing
- Research
- Students will be encouraged to look for ways that they can participate in school and local government
- Students will participate in simulations of democratic process and procedures

Skills

- Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
- Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- Distinguish between historical fact and fiction using various materials.
- Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- Recognize symbols and individuals that represent American constitutional democracy.
- Examine primary and secondary sources.
- Utilize the media center, technology, or other informational sources to locate information

2. Go Virtual!
 At icivics.org, students can play 18 different civic education video games that prompt them to think deeply about citizenship and government. In "Counties Work" players decide and manage the programs and services for a community. In "We the Jury" students play the role of a juror deciding a tough case. "Executive Command" challenges students to make presidential decisions. "The games on iCivics.org are great tools for learning so many features of American government," writes teacher Maureen Dwyer.

3. Create Imaginary Countries
 "I challenge my students to come up with ideas for a Utopia," writes teacher Dominick DiMartino. "I have them choose a type of government, and decide on civil liberties and civil obligations. We brainstorm and at first students tend to think it would be great to have no laws, and instead let everyone be individuals and 'express themselves.' Gradually, they realize this wouldn't work and they start to see government in a different light." At the end of the unit, students write mission statements for their Utopias and create posters to encourage new citizens to visit and settle there.

4. Relive History
 "I still remember our history simulations in seventh grade," writes teacher Kathryn Barnum, who says these experiences helped shaped her not only as a student, but also later, as a teacher. "We were each assigned to a delegate who was present at the writing of the Declaration of Independence, the Articles of Confederation, and the Constitution. Students often used lunch time to try to broker deals and compromises,"

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			<p>that provides answers to questions about a historical topic.</p> <ul style="list-style-type: none"> • Use different types of maps (political, physical, and thematic) to identify map elements. • Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. • Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. • Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). • Compare life now with life in the past. 			<p>explained Barnum. "It was much fun and we all looked forward to social studies that year."</p> <p>5. Check Out Civic Action Project (CAP) With this program, teachers can guide students to create individual or group projects on a civic issue, problem or policy they care about. Daniel Helms' students at Northwest Cabarrus High in North Carolina have taken on big issues like the effect of school budget cuts on students, their families and the wider community.</p> <p>6. Symbols of America If you are looking for whiteboard-ready projects for the younger grades, the Symbols of America site is a great place to start. There are three free downloadable interactive units: The United States Flag, The Statue of Liberty, and the Great Seal of the United States. Each unit begins with an essential question and prompts students to think deeply about the symbols of our nation.</p>	
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
On Going Unit							
It's a Small World (Geography)	<p>SS.K.G.1.2(I) Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p> <p>SS.K.G.1.3(I) Identify cardinal directions (north, south, east, west).</p> <p>SS.K.G.1.4(I) Differentiate land and water features on simple maps and globes.</p> <p>SS.K.G.3.2(I) Identify basic bodies of water.</p> <p>SS.1.G.1.2(I) Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and</p>	<p>How do I fit into my community? Who are the people in authority within a family, school, and community? What are the roles, rights, and responsibilities of a good citizen? Communities are diverse and made of individuals who have a lot in common How can a map help us? How can we describe the location of objects compared to others? How do people in various places live differently? What are goods and services and how do we get them? Symbols have meaning Signs convey messages and ideas Communities change over time. People in a community are interdependent and have a responsibility to their community. Citizens show respect for themselves and others in many ways.</p>	<p>Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary Understands Vocabulary such as map, legend, Symbol, Globe, Compass Rose, state Distinguish between their town, city, state, country Can locate a maps legend Can recognize different types of maps: political, physical, etc It is important to locate North, South, East, & West on a map Identify and use latitude and longitude Use grid points to locate places on a map Use a map scale to</p>	<p>Agriculture - Mapping a garden for best results Art - 3D mapping, painting our favorite places, creating our own island...etc Religion - How location and religious beliefs</p>	<p>Ideas for Informal Assessment PBL & Assessment</p>	<p>Create a map or 3D model of your classroom, bedroom or favorite place Make a compass rose</p>	<p>Printable Resources Curriculum Activities Geography Activities On-Line Activity Map Skills for Elementary Students Geography Resources</p>

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	<p>globes .</p> <p>SS.1.G.1.5(I) Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p>	<p>Communities are formed by people with various commonalities. Every community has an economy and trade is a part of it. Money is part of our economy. Communities are formed by people with various commonalities. A country can be made up of many communities A community can assimilate many cultures and can change over time Countries have boundaries and different governments Countries may have differences and similarities Invention and technology have made the world "smaller"</p>	<p>measure distance between places</p> <p>Identify maps and globes as a representation of the earth and recognize the difference between land and water Demonstrate geographic knowledge of places within the school and community How can maps get from one place to another Maps can show distance as well as relative location of objects/places Different types of maps/Maps have different purpose Illustrates basic landforms Construct maps of familiar locations Maps and globes are spatial representations of places Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state) Identify and locate states on a map Rights, roles, and responsibilities of citizens in the community Explain the significance of personal or local events, objects, people, or places (significance)</p>				
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 3							
US Symbols and Landmarks	<p>SS.K.A.2.5(I) Recognize the importance of U.S. symbols.</p> <p>SS.K.CG.2.3(I) Define patriotism as the allegiance to one's country. •Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence</p>						

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Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).
•Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.
•Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.

SS.1.A.2.3(I)
Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.CG.2.3(I)
Recognize ways citizens can demonstrate patriotism.
•Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).
•Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).
•Students will discuss how to demonstrate patriotism during patriotic holidays and observances

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	(e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). SS.1.CG.2.4(I) Recognize symbols and individuals that represent the United States. •Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States. •Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.						
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 4							
Communities and Citizenship	SS.K.CG.1.1(I) Identify the purpose of rules and laws in the home and school. •Students will define rules as standards of responsible behavior (e.g., rules for home and school). •Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit). •Students will identify what can happen without rules and laws. SS.K.CG.1.2(I) Identify people						

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who have the authority and power to make and enforce rules and laws.
•Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.

SS.K.G.2.1(I)
Locate and describe places in the school and community.

SS.1.CG.1.1(I)
Explain the purpose of rules and laws in the school and community.
•Students will explain the role that rules and laws play in their daily life.
•Students will explain the difference between rules and laws.

SS.1.CG.1.2(I)
Describe how the absence of rules and laws impacts individuals and the community.
•Students will provide examples of rules and laws in their lives and in the community.
•Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.

SS.1.CG.2.1(I)
Explain the rights and responsibilities students have in the school community.
•Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities

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(e.g., come to school on time, do not damage school property) students have as members of their school community.
•Students will define rights as freedoms protected by laws in society and protected by rules in the school community.
•Students will define responsibilities as things citizens should do to benefit the community.

SS.1.CG.2.2(I)

Describe the characteristics of responsible citizenship in the school community.
•Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).
•Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

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Social Studies 2

Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 1						
Needs/Wants/Mitzvah	<ul style="list-style-type: none"> • People have needs and wants • People need to work to obtain needs and wants • Not everyone has the same economic status • It is a mitzvah to help others 	<p>The teacher may wish to demonstrate with classroom activities how the presence of incentives to be productive and the existence of free markets that reward private investment and initiative are extremely important to producing more goods and services. Students successfully learning such lessons would be well on their way to thinking economically. Several studies have focused on the child's understanding of various aspects of the economy.⁹ According to these studies, young children often think that:</p> <ul style="list-style-type: none"> > Buying things in shops is a ritual, not an exchange involving profit. > Work and income are not connected. > The price tag or size determines price. > The value of money comes from its color, pictures, size, or serial number. > Banks are safe places to store money. > Property is owned by those who are near it. <p>Second, the teacher should focus students on how the</p>	<p>Art - Create decorations or cards for the people at Aviva or create animal</p> <p>Math - Dealing with how to price items and calculate change</p> <p>Agriculture - Growing food to donate to the needy or selling goods to raise money for donations</p> <p>Spanish - Learning words of encouragement in Spanish to help us communicate with others</p>	<p>Assessments will be done through the students participation in our Mitzvah project.</p> <p>EconomicsAssessment (1).docx</p>		<p>CommunityServiceProjectsProjectBasedLearning.pdf</p> <p>EconomicsMarketplaceFreebie.pdf</p> <p>NeedsWantsStockingSortFREEBIE.pdf</p> <p>GoodsandServicesSort.pdf</p> <p>FREEClassroomEconomyPack.pdf</p>

misconception doesn't explain much about the world. Review the correct definition of opportunity cost and provide lots of new examples that illustrate the idea. Practice is important to learning to think economically. Ask, for example, what the opportunity cost of the following might be:

- > Sleeping late on Saturday morning.
- > Being late to school.
- > Buying a fast food meal.
- > Owning a puppy.
- > Not wearing your eye glasses to school.
- > Fighting on the playground.
- > Staying up late to watch television.
- > Reading a book.
- > Going to a movie.

Third, teachers need to make economic learning meaningful and memorable for children. Book-based expository approaches may not be sufficient either; children, especially those in the primary grades, may need real-life experiences with economic concepts in order to make sense out of the new learning. Experience-based instructional approaches can contribute significantly toward this end. To complement the exposure of

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		<p>students to activities that simulate real-life experiences, the teacher may need to focus their attention on the concept to be learned through some more direct form of instruction, such as a teacher-led debriefing session. M. L. Kourilsky has suggested some specific guidelines for employing experience-based economics instruction:</p> <ul style="list-style-type: none"> > Introduce new economic ideas through real-life rather than vicarious experiences. > Provide students with active rather than passive economic experiences. > Let students bear the consequences of their economic decisions. > Use direct, teacher-led instruction to focus students' attention on the economic ideas to be gleaned from their own real-world experiences and to correct economic misconceptions. > Reinforce experience-based economic learning with vicarious experiences, using role-play, stories, pictures, games, and various cooperative learning tasks. 				
Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources

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Unit 2						
Proud to be an American (Immigration then and Now)	<ul style="list-style-type: none"> • The USA's heritage is diverse • People move from place to place for many reasons • Communities are formed by people with various commonalities • A community can assimilate many cultures and can change over time • Diversity can be positive or negative • Patriotism can be demonstrated in many different ways • Symbols, landmarks and historical figures have significance to all citizens 	<p>Skills</p> <p>Use web technology to access immigration history</p> <p>Develop an understanding of the concept of immigration</p> <p>Develop oral history writing skills, including note-taking and conducting an interview</p> <p>Read for detail</p> <p>Use real-world examples as models for writing an oral history</p> <p>Compare and contrast immigration stories of the past with the present</p> <p>Compare and contrast immigration through Ellis Island and Angel Island</p> <p>Use technology to explore a historical place and event</p> <p>Use graphs and facts to respond to several research-based questions and activities</p>	<p>Art - Art that displays important symbols of freedom in the United States</p> <p>Religion / Spanish</p> <p>- How and why different cultures immigrated to the United States</p>	Assessments / Reading Comprehensions	<ul style="list-style-type: none"> • Immigration journals - Students will have the opportunity to pretend they are immigrants traveling from their homeland to the United States. Each day they will find a quiet spot in the room while the teacher gives them a story about what is happening on the boat. • Bad Wolf Press Immigration play (adapt for the classroom needs) • Create your own passport • Family Tree 	<p>Immigration and Citizenship</p> <p>Meet Young Immigrants</p> <p>History of Ellis Island</p> <p>Book List</p> <p>Immigration lesson plan from Scholastic</p> <p>Immigration and Tolerance</p> <p>Video's of immigration stories</p>
Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
Unit 3						
Native Americans	<ul style="list-style-type: none"> • There are indigenous inhabitants of all lands • Cultures have differences and similarities • Environment influences culture and 	<p>Content</p> <p>Comparing historical events studied to something in the students' own lives or experience</p> <p>Clarifying a concept through creating a poem, story, drawing, craft, or drama.</p> <p>Students putting themselves in</p>	<p>Art - Create a tee pee, pictographs, rain sticks, pottery or any other Native American Artifacts that intrigue the students</p> <p>Music - to recreate Native American music and dance sequences</p> <p>Agriculture -</p>	HistoricTribeProjectIndianhomemodel.pdf	Create our own tribe in the classroom - name the tribe- give everyone a job within the tribe- set rules for the tribe	Native American Project Create A Tribe

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<p>society</p> <ul style="list-style-type: none">• Communication is essential to society• The past affects the present• Our country is made up of many cultures and societies• Man is always seeking to explore and discover• Our country was formed due to exploration and discovery• Exploration and discovery is never ending	<p>the place of a historical or fictional character and imagining how they might have faced a situation, what their feelings would have been, what they would have done.</p> <p>Students taking two sides on a question, then each defending their side through debate or panel discussion.</p> <p>Having students describe a characteristic or trait of their own that relates to a concept.</p> <p>Explaining their feelings about a current situation or event.</p> <p>Discussing how something in a presentation affected their feeling or their thinking.</p> <p>Recalling a personal experience that relates to what is being studied.</p> <p>Assignments in which they involve their families or friends in discussing ideas or finding information.</p> <p>Objectives</p> <p>Skills</p> <ul style="list-style-type: none">• Understand history tells the story of people and events of other times and places.• Compare life now with life in the past.• Identify people from the past who have shown character ideals and principles including honesty,	<p>Create a small village in the garden that will mimic a traditional Native American village</p> <p>Spanish - The relationship between the Spanish in Florida and the Native Americans (Desoto Park)</p>
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		<p>courage, and responsibility.</p> <ul style="list-style-type: none"> • Use terms related to time to sequentially order events that have occurred in school, home, or community. • Recognize that Native Americans were the first inhabitants in North America. • Compare the cultures of Native American tribes from various geographic regions of the United States. • Describe the impact of immigrants on the Native Americans. • Explore ways the daily life of people living in Colonial America changed over time. • Identify reasons people came to the United States throughout history. <p>Teachers Article</p>				
Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas	Resources
On Going Unit						
Geography (People, Places, and the World)	<ul style="list-style-type: none"> • The Earth is made up of land and water • Land and water have many forms • The Earth is divided into countries • A country can be made up of many communities 	<p>Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary</p> <p>Understands Vocabulary such as map, legend, Symbol, Globe, Compass Rose,</p>	<p>Agriculture - Mapping a garden for best results</p> <p>Art - 3D mapping, painting our favorite places, creating our own island...etc</p> <p>Religion - How location and religious beliefs</p>	<p>Ideas for Informal Assessment</p>	<p>Create a map or 3D model of your classroom, bedroom or favorite place</p> <p>Make a compass rose</p>	<p>Printable Resources</p> <p>Geography Activities</p> <p>On-Line Activity</p> <p>Map Skills for Elementary Students</p> <p>Geography Resources</p>

Communities

- A community can assimilate many cultures and can change over time
- Countries have boundaries and different governments
- Countries may have differences and similarities
- Invention and technology have made the world “smaller”

Essential Questions:

Understanding Places

- What makes a place special or unique?
- How can maps and globes help us understand where we live in the world?
- How do landforms and bodies of water shape where people live?

People and Environment

- How do people use the land, water, and natural resources around them?
- How do people adapt to different environments (deserts, mountains, cities, etc.)?
- How do seasons and weather affect the way we live?

Connections and Movement

- How are communities connected to each other?
- Why do people move from one place to another?

state

Distinguish between their town, city, state, country
 Can locate a maps legend
 Can recognize different types of maps: political, physical, etc
 It is important to locate North, South, East, & West on a map
 Identify and use latitude and longitude
 Use grid points to locate places on a map
 Use a map scale to measure distance between places
 Identify maps and globes as a representation of the earth and recognize the difference between land and water
 Demonstrate geographic knowledge of places within the school and community
 How can maps get from one place to another
 Maps can show distance as well as the relative location of objects/places
 Different types of maps/Maps have different purposes
 Illustrates basic landforms
 Construct maps of familiar locations
 Maps and globes are spatial representations of places
 Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)
 Identify and locate states on

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	<ul style="list-style-type: none"> • How does transportation help people, goods, and ideas move around the world? <h2 style="text-align: center;">Global Awareness</h2> <hr style="border: 1px solid red;"/> <ul style="list-style-type: none"> • How are places around the world alike and different? • Why is it important to take care of our Earth? • How do maps show us that we are all connected? 	<p>a map</p> <p>Rights, roles, and responsibilities of citizens in the community</p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p>				
<p>Geography (People, Places and the World)</p>	<ul style="list-style-type: none"> • The Earth is made up of land and water • Land and water have many forms • The Earth is divided into countries • A country can be made up of many communities • A community can assimilate many cultures and can change over time • Countries have boundaries and different governments • Countries may have differences and similarities • Invention and technology have made the world “smaller” 	<p>Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary</p> <p>Understands Vocabulary such as map, legend, Symbol, Globe, Compass Rose, state</p> <p>Distinguish between their town, city, state, country</p> <p>Can locate a maps legend</p> <p>Can recognize different types of maps: political, physical, etc</p> <p>It is important to locate North, South, East, & West on a map</p> <p>Identify and use latitude and longitude</p> <p>Use grid points to locate places on a map</p> <p>Use a map scale to measure distance between places</p> <p>Identify maps and globes as a representation of the earth and recognize the difference between land and water</p> <p>Demonstrate</p>	<p>Agriculture - Mapping a garden for best results</p> <p>Art - 3D mapping, painting our favorite places, creating our own island...etc</p> <p>Religion - How location and religious beliefs</p>	<p>Ideas for Informal Assessment</p>	<p>Create a map or 3D model of your classroom, bedroom or favorite place</p> <p>Make a compass rose</p>	<p>Printable Resources</p> <p>Geography Activities</p> <p>On-Line Activity</p> <p>Map Skills for Elementary Students</p> <p>Geography Resources</p>

Essential Questions:

Understanding Places

- What makes a place special or unique?
- How can maps and globes help us understand where we live in the world?
- How do landforms and bodies of water shape where people live?

People and Environment

- How do people use the land, water, and natural resources around them?
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Connections and Movement

- How are communities connected to each other?
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Global Awareness

- How are places around the world alike and different?
- Why is it important to take care of our Earth?
- How do maps show us that we are all connected?

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Social Studies 3

Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas
Unit 1				
Florida Government	How can my voice, as a Florida state citizen, be heard?	<p>SS.4.A.4.1 Explain the effects of technological advances on Florida.</p> <p>SS.4.A.6.1 Describe the economic development of Florida's major industries.</p> <p>SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.A.8.2 Describe how and why immigration impacts Florida today.</p> <p>SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.</p> <p>SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.</p> <p>SS.4.CG.2.2 Explain the importance of voting, public service and volunteerism to the state and nation.</p>	Students will do research and write debates about a variety of issues. (writing)	Students will put together a class government-they will vote for a class President, a judicial branch, and a legislative branch. Students will debate with each other on a number of issues and will try to get "laws" passed through the classroom.
Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas
Unit 2				
This Land is My Land (FL Geography)	Where is FL on a US map? What geographical features influence our state? How has the geography of Florida influenced its peoples?	A glance at the decades	Map in a Month-art Rap song/poem from an alligator's perspective-ELA Brochure of FL attractions-art	Map in a Month Brochure of Florida attractions Rap song from the perspective of an alligator who is losing its home to over-development
Unit	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas
Unit 3				
The State we're In	<p>What cultural and ethnic groups have contributed to Florida's development? How do we keep the cultural traditions of those groups alive?</p> <p>What individuals have contributed to our state's development? How can I, as a Florida state citizen, contribute to our state?</p> <p>What problems are affecting our state, and how can I get my opinion about how to solve these problems heard?</p> <p>How has our past influenced our present? How will I influence Florida's future?</p>	<p>SS.4.A.2.1 Compare Native American tribes in Florida.</p> <p>SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p>SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p> <p>SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.</p> <p>SS.4.A.4.1 Explain the effects of technological advances on Florida.</p> <p>SS.4.A.6.1 Describe the economic development of Florida's major industries.</p> <p>SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.A.8.2 Describe how and why immigration impacts Florida today.</p> <p>SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.</p> <p>SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.</p> <p>SS.4.CG.2.2 Explain the importance of</p>	<p>Students will compare and contrast Native American tribes. (reading)</p> <p>Students will make Native American houses and canoes (art)</p> <p>Students will plant pumpkin seeds to represent how the Apalachee tribe planted seeds in fertile soil in the northern part of our state. (Agriculture)</p> <p>Students will write research papers about individuals who have contributed to Florida history. (writing)</p>	<p>Students will enjoy a "French Day," to symbolize the French taking over Florida as a colony. There will be a French speaker, French food, French songs, and French games</p> <p>Students will enjoy a "Spanish Day," to symbolize the Spanish taking over Florida as a colony. There will be a Spanish speaker, French food, Spanish songs, and Spanish games</p> <p>Students will complete a "live" timeline, and will do a number of activities associated with each major milestone in Florida.</p>

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voting, public service and volunteerism to the state and nation.

[SS.4.CG.3.1](#) Explain the structure and functions of the legislative, executive and judicial branches of government in Flori...

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Social Studies 4

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills
Unit 1			
Early Americans	<p>SS.4.A.3.5(A) Identify the significance of Fort Mose as the first free African community in the United States.</p> <p>SS.4.A.3.6(A) Identify the effects of Spanish rule in Florida.</p> <p>SS.4.A.1.1(I) Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.1.2(I) Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.2.1(I) Compare Native American tribes in Florida.</p> <p>SS.4.A.3.1(I) Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>SS.4.A.3.2(I) Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p>SS.4.A.3.3(I) Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>SS.4.A.3.4(I) Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p> <p>SS.4.A.3.7(I) Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>SS.4.A.3.8(I) Explain how the Seminole tribe formed and the purpose for their migration.</p> <p>SS.4.A.3.9(I) Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p> <p>SS.4.A.3.10(I) Identify the causes and effects of the Seminole Wars.</p> <p>SS.4.A.4.1(I) Explain the effects of technological advances on Florida.</p> <p>SS.4.A.4.2(I) Describe pioneer life in Florida.</p> <p>SS.4.A.5.1(I) Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</p> <p>SS.4.A.5.2(I) Summarize challenges Floridians faced during Reconstruction.</p>	<ul style="list-style-type: none"> • What factors led Europeans to become interested in exploring and colonizing the New World? • How did geography affect the development of colonial America • What would make you leave your home to start a new life in a new location? • What ideas, beliefs, and institutions did colonists bring to the Americas? • How did different ways of life create cultural diversity in the colonies? 	<p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p> <p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p> <p>God, God, Glory</p> <p>Technological advances in Europe</p> <p>Age of Scientific revolution</p> <p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources</p> <p>-cash crops</p> <p>-Maritime industries</p> <p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p> <p>Discuss the impact of colonial settlement on Native American populations.</p> <p>war, disease, trade, loss of land, westward displacement of tribes causing increased conflict between tribes, assimilation</p> <p>Identify and locate the original thirteen colonies on a map of North America</p> <p>Compare characteristics of New England, Middle, and Southern colonies.</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</p> <p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p>Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</p> <p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p> <p>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</p> <p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills
Unit 2			
American Revolution	<p>SS.5.A.5.1(A) Identify and explain significant events leading up to the American Revolution.</p> <p>SS.4.A.1.1(I) Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.1.2(I) Synthesize information related to Florida history through print and</p>		

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	<p>electronic media.</p> <p>SS.5.A.5.2(l) Identify significant individuals and groups who played a role in the American Revolution.</p> <p>SS.5.A.5.3(l) Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p>SS.5.A.5.4(l) Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p>SS.5.A.5.5(l) Examine and compare major battles and military campaigns of the American Revolution.</p> <p>SS.5.A.5.6(l) Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>SS.5.A.5.7(l) Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p>SS.5.A.5.8(l) Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>SS.5.A.5.9(l) Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p>SS.5.A.5.10(l) Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p>		
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills
Unit 3			
Life in the Colonies	<p>SS.4.A.3.5(A) Identify the significance of Fort Mose as the first free African community in the United States.</p> <p>SS.4.A.3.6(A) Identify the effects of Spanish rule in Florida.</p> <p>SS.4.A.4.2(A) Describe pioneer life in Florida.</p> <p>SS.4.A.2.1(l) Compare Native American tribes in Florida.</p> <p>SS.4.A.3.1(l) Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>SS.4.A.3.2(l) Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p>SS.4.A.3.3(l) Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>SS.4.A.3.4(l) Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p> <p>SS.4.A.3.7(l) Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>SS.4.A.3.8(l) Explain how the Seminole tribe formed and the purpose for their migration.</p> <p>SS.4.A.3.9(l) Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p> <p>SS.4.A.3.10(l) Identify the causes and effects of the Seminole Wars.</p> <p>SS.4.A.4.1(l) Explain the effects of technological advances on Florida.</p> <p>SS.4.G.1.1(l) Identify physical features of Florida.</p>	<p>How did democracy take root in the 13 colonies?</p> <p>How did lifestyles differ from region to region within the colonies?</p> <p>How did scarcity and geography help shape how colonists in each geographic region lived?</p> <p>How does where we live shape how we live?</p>	<ol style="list-style-type: none"> 1. Democracy in colonies 2. Lifestyles in regions differ 3. Geography affected settlements

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	<p>SS.4.G.1.2(I) Locate and label cultural features on a Florida map.</p> <p>SS.4.G.1.3(I) Explain how weather impacts Florida.</p>		
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills
Unit 4			
Financial Literacy	<p>SS.4.FL.1.1(A) People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p> <p>SS.4.FL.2.1(A) Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.</p> <p>SS.4.FL.2.2(A) Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.</p> <p>SS.4.FL.2.3(A) Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.</p> <p>SS.4.FL.3.1(A) Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p>SS.4.FL.5.1(A) Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.</p> <p>SS.4.E.1.1(I) Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.E.1.2(I) Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.4.FL.1.2(I) People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.</p> <p>SS.4.FL.1.3(I) Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.</p> <p>SS.4.FL.1.4(I) People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.</p> <p>SS.4.FL.1.5(I) People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.</p> <p>SS.4.FL.1.6(I) Describe ways that people who own a business can earn a profit, which is a source of income.</p> <p>SS.4.FL.1.7(I) Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.</p> <p>SS.4.FL.1.8(I) Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.</p> <p>SS.4.FL.2.4(I) Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.</p> <p>SS.4.FL.2.5(I) Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.</p>	<p>How does scarcity influence all economic decisions?</p> <p>What are the advantages and disadvantages of the market system?</p> <p>How does Florida's government fit into the larger U.S government?</p>	<p>Structures and functions of government</p> <p>State gov. function in addition to Federal gov.</p> <p>A state's/country's economy is dependent on its natural resources. The economy and environment are interdependent.</p> <p>Describe the economic development of Florida's major industries</p> <p>Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigars, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating)</p>

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SS.4.FL.2.6(I)

Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

SS.4.FL.2.7(I)

Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

SS.4.FL.3.2(I)

Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.

SS.4.FL.3.3(I)

Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.

SS.4.FL.3.4(I)

Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.

SS.4.FL.3.5(I)

Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.

SS.4.FL.4.1(I)

Discuss that interest is the price the borrower pays for using someone else's money.

SS.4.FL.4.2(I)

Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

SS.4.FL.5.2(I)

Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.

SS.4.FL.6.1(I)

Explain that risk is the chance of loss or harm.

SS.4.FL.6.2(I)

Explain that risk from accidents and unexpected events is an unavoidable part of daily life.

SS.4.FL.6.3(I)

Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

SS.4.FL.6.4(I)

Discuss that one method to cope with unexpected losses is to save for emergencies.

Curriculum Maps - Multiple - Subject: Social Studies

Social Studies 5

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Project Ideas
All Cycles/Years					
<p>A Growing Nation - Review of Colonization and What Lead to the Amer. Rev. and Westward Expansion</p>	<p>SS.5.A.1.2(A) Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.5.2(A) Identify significant individuals and groups who played a role in the American Revolution.</p> <p>SS.5.A.5.4(A) Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p>SS.5.A.5.5(A) Examine and compare major battles and military campaigns of the American Revolution.</p> <p>SS.5.A.5.6(A) Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>SS.5.A.5.7(A) Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p>SS.5.A.5.8(A) Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>SS.5.A.5.9(A) Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p>SS.5.A.5.10(A) Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p> <p>SS.5.A.6.1(A) Describe the causes and effects of the Louisiana Purchase.</p> <p>SS.5.A.6.2(A) Identify roles and contributions of significant people during the period of westward expansion.</p> <p>SS.5.A.6.3(A) Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p>SS.5.A.6.4(A) Explain the importance of the explorations west of the Mississippi River.</p> <p>SS.5.A.6.5(A) Identify the causes and effects of the War of 1812.</p> <p>SS.5.A.6.6(A) Explain how westward expansion affected Native Americans.</p> <p>SS.5.A.6.7(A) Discuss the concept of Manifest Destiny.</p> <p>SS.5.A.6.8(A) Describe the causes and effects of the Missouri Compromise.</p> <p>SS.5.A.6.9(A) Describe the hardships of settlers along the overland trails to the west.</p> <p>SS.5.CG.1.1(A) Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights. •Students will identify the grievances detailed in the</p>	<p>What problems were created as a result of the Industrial Revolution? How did the North and South differ economically, socially, and culturally? Was the Civil War inevitable? How was the North able to preserve the union? How did Americans attempt to compromise in an effort to solve their sectional differences? How did the growing nation aide to the growing beliefs of sectionalism?</p> <p>What is the American Dream? Is the American achievable? What was the cost of the American dream?</p> <ul style="list-style-type: none"> • Exploration, discovery, and invention are innate to man. • Abundance and scarcity of resources affect life. • Adaptation affects society. • Pictures capture history. • One person can cause change. • War can result from many causes. • War has many costs • War has positive and negative outcomes • Invention changes life • Industrialization impacts society, culture, and politics. • People migrate from one area to another. • Countries are interdependent. • Discovery and inventions change people's lives. • Governments gain, lose, and retain power. • The ability to coexist affects life. 	<p>Content Movement of people, goods and ideas can be influenced by factors such as desire for wealth or scarcity of resources. Examine The Causes, Course, And Consequences Of United States Westward Expansion Expansion Growing Diplomatic Assertiveness (War Of 1812, Convention Of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail Of Tears, Texas Annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise Of 1850, Kansas Nebraska Act, Gadsden Purchase) How the Transcontinental railroad changed the landscape of the United States How the search for Land and gold fulfilled the American Dream of Manifest Destiny The growing changes in the Industrial north and agricultural south Discuss The Impact Of Westward Expansion On Cultural Practices And Migration Patterns Of Native American And African Slave Populations</p>	<p>Quilled Maps in Art Mormon Trail in comparative Religion</p>	<p>American Dream- Portrait of Patriotism Time capsule Peanut Butter and Jelly assembly line</p>

Declaration of Independence.

- Students will describe the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.
- Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

SS.5.CG.1.2(A)

Explain how and why the U.S. government was created by the U.S. Constitution.

- Students will identify the strengths and weaknesses of the Articles of Confederation.
- Students will explain the goals of the 1787 Constitutional Convention.
- Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).
- Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

SS.5.CG.1.3(A)

Discuss arguments for adopting a representative form of government.

- Students will explain what is meant by a representative government.

SS.5.CG.1.4(A)

Describe the history, meaning and significance of the Bill of Rights.

- Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.CG.2.1(A)

Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.

- Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- Students will explain why colonists would choose to side with the British during the American Revolution.
- Students will examine motivations for the decision to not take a side during the American Revolution.

SS.5.CG.2.2(A)

Compare forms of political participation in the colonial period to today.

- Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
- Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

SS.5.CG.2.3(A)

Analyze how the U.S. Constitution expanded civic participation over time.

- Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.

SS.5.CG.2.4(A)

Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic

- Students will explain what it means for the United States to be a constitutional republic.
- Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.

- Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.
- SS.5.CG.2.6(A)
Explain symbols and documents that represent the United States.
 - Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
 - Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.
- SS.5.CG.3.1(A)
Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.
 - Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.
 - Students will explain why the Constitution divides the national government into three branches.
- SS.5.CG.3.2(A)
Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.
 - Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.
- SS.5.CG.3.3(A)
Explain the role of the court system in interpreting law and settling conflicts.
 - Students will explain why the U.S. Supreme Court is the highest court in the system.
 - Students will explain why both the United States and Florida have a Supreme Court.
- SS.5.CG.3.4(A)
Describe the process for amending the U.S. Constitution.
 - Students will explain why the U.S. Constitution includes the amendment process.
 - Students will identify amendments to the U.S. Constitution.
- SS.5.CG.3.5(A)
Explain how the U.S. Constitution influenced the Florida Constitution.
 - Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).
 - Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).
- SS.5.CG.3.6(A)
Explain the relationship between the state and national governments.
 - Students will define federalism as it applies to the United States.
 - Students will provide examples of powers granted to the national government and those reserved to the states.
 - Students will provide examples of cooperation between the U.S. and Florida governments.
- SS.5.G.1.2(A)
Use latitude and longitude to locate places.
- SS.5.G.1.3(A)
Identify major United States physical features on a

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	<p>map of North America.</p> <p>SS.5.G.1.4(A) Construct maps, charts, and graphs to display geographic information.</p> <p>SS.5.G.1.5(A) Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.6(A) Locate and identify states, capitals, and United States Territories on a map.</p> <p>SS.5.A.1.1(I) Use primary and secondary sources to understand history.</p> <p>SS.5.A.4.1(I) Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.5.1(I) Identify and explain significant events leading up to the American Revolution.</p> <p>SS.5.A.5.3(I) Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p>SS.5.CG.2.5(I) Identify individuals who represent the citizens of Florida at the national level. <ul style="list-style-type: none"> •Students will identify Florida's U.S. senators and the U.S. representative for their district. •Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation. </p> <p>SS.5.HE.1.1(I) Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> •Students will define antisemitism as prejudice against or hatred of the Jewish people. •Students will recognize the Holocaust as history's most extreme example of antisemitism. •Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews). </p> <p>SS.5.G.1.1(I) Interpret current and historical information using a variety of geographic tools.</p> <p>SS.5.G.2.1(I) Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p> <p>SS.5.G.4.1(I) Use geographic knowledge and skills when discussing current events.</p> <p>SS.5.G.4.2(I) Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.</p>				
<p>A Growing Nation - Civil War</p>	<p>SS.8.A.5.1(A) Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p> <p>SS.8.A.5.2(A) Analyze the role of slavery in the development of sectional conflict.</p> <p>SS.8.A.5.3(A) Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.</p> <p>SS.8.A.5.4(A)</p>	<p>What role, if any, does the federal government have in enuring the safety an well being of it's citizens? Did all Americans prosper during the Progressive Era? What reforms took place during the Progressive Era? How did the prosperity of the 1920s change American society? To what extent should the government be involved in the</p>			

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	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p> <p>SS.8.A.5.5(A) Compare Union and Confederate strengths and weaknesses.</p> <p>SS.8.A.5.6(A) Compare significant Civil War battles and events and their effects on civilian populations.</p> <p>SS.8.A.5.7(I) Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p>SS.8.A.5.8(I) Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p>	<p>economy? What are human rights, and how do we protect them?</p>			
<p>A Growing Nation - Industrialization</p>	<p>SS.5.E.1.1(A) Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.E.1.2(A) Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.1.3(A) Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p>SS.5.G.2.1(I) Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p> <p>SS.5.G.3.1(I) Describe the impact that past natural events have had on human and physical environments in the United States through 1850.</p>		<p>The Impact Of Technological Advancements On The Agricultural Economy And Slave Labor. cotton gin, steel plow, rapid growth of slave trade.</p>		
<p>Holocaust</p>	<p>SS.5.HE.1.1(I) Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> •Students will define antisemitism as prejudice against or hatred of the Jewish people. •Students will recognize the Holocaust as history's most extreme example of antisemitism. •Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews). 				