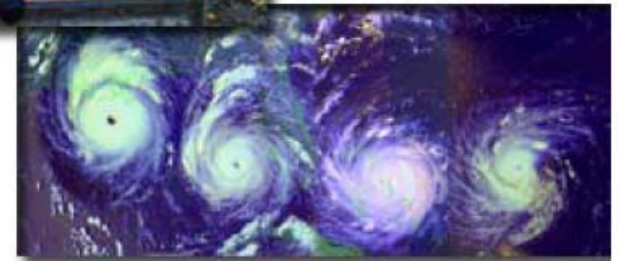
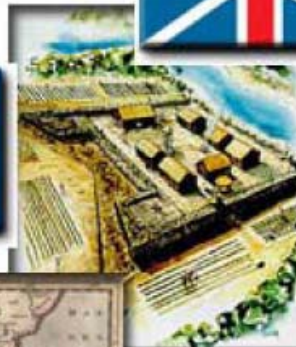


# Duval County Public Schools

## Social Studies Curriculum Guide



## Florida Studies

**SOCIAL STUDIES LEARNING SCHEDULES EXPLANATION & KEY  
2008-2009**

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

**The Three Stages of Understanding by Design™ and the Learning Schedule**

	<b>1. Identify desired results</b>	<b>2. Determine acceptable evidence</b>	<b>3. Plan engaging and effective instruction</b>
<b>Week 12 – Topic (Week 1 of 2)</b>	<p><b>Social Studies Sunshine State Standards</b> are content standards. They are statements of what students should know or understand in social studies.</p> <p><b>Related Sunshine State Standards</b> are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p><b>Essential Questions</b> are the questions that direct students to the standards</p> <p><b>Vocabulary/Concepts</b> are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p><b>Skills</b> are the basic processes that serve as the tools to construct understanding</p> <p><b>Enduring Understandings</b> are the content standards as constructed in the students' own mind and in their own words</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in <b>bold</b>.</p>	<p><b>Required Performance Tasks/Assessments</b> are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> <li>• Performance assessments</li> <li>• Short and extended response items</li> <li>• Traditional quizzes and tests, including FCAT-like items</li> <li>• Informal checks and observations</li> </ul> <p><b>Recommended Additional Performance Tasks/Assessments</b> are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p><b>Textbook Resources</b></p> <ul style="list-style-type: none"> <li>➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement</li> <li>➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference.</li> </ul> <p><b>Internet</b></p> <ul style="list-style-type: none"> <li>➤ Listed here are hyperlinks to many recommended websites with lots of information and resources.</li> </ul> <p><b>History Alive!</b></p> <ul style="list-style-type: none"> <li>➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here.</li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.</li> </ul>

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair\* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

**While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project! The school's participation in the District History Fair is expected.**

## Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10<sup>th</sup> grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

## Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Quarter	Chapter	Chapter	Total Weeks	Weeks
I	1	The Geography of Florida	5	1-5
I	2	The First Floridians	4	6-9
II	3	Europeans Come To Florida	3	10-12
II	4	The Struggle for Florida	3	13-15
II	5	From Territory to State	3	16-18
III	7	The Development of Florida	3	19-21
III	8	New Challenges	3	22-24
III	9	Riches to Rags to Riches	3	25-27
IV	11	Government of the People	5	28-32
IV	12	Florida Today and Tomorrow	3	33-35
IV	7	The Development of Florida	1	36
		<b>Total</b>	<b>36</b>	

**NOTE:**

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at [www.fl DOE.org](http://www.fl DOE.org).

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p><b>WEEK 1-9 Geography and Native Floridians</b></p>	<p><b>Social Studies Standards:</b> The student</p> <ul style="list-style-type: none"> <li>➤ SS.B.1.2.1.4.1 Uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).</li> <li>➤ SS.A.6.2.2.4.1 Knows selected physical features of Florida (for example, bodies of water, climate, elevation).</li> <li>➤ SS.B.1.2.2.4.1 Knows how regions in Florida are constructed according to physical criteria and human criteria.</li> <li>➤ SS.A.6.2.6.4.1 Understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.</li> <li>➤ SS.A.6.2.3.4.9 Understands the contributions of selected significant men and women, including African Americans and Hispanics.</li> <li>➤ SS.A.1.2.2.4.1 Knows different types of primary and secondary sources (for example artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ In what ways has the geography of the state of Florida made it unique in relation to other states?</li> <li>➤ Why are some of the unique physical features of Florida becoming endangered?</li> <li>➤ How can I become involved in protecting the unique characteristics of Florida?</li> <li>➤ Compare and contrast the way of life of Native Americans in different regions on Florida.</li> </ul> <p><b>Vocabulary/Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Ais</li> <li>➤ Tequesta</li> <li>➤ Tocobaga</li> <li>➤ Calusa</li> <li>➤ Apalachee</li> <li>➤ Timucua</li> <li>➤ landform</li> <li>➤ region</li> <li>➤ climate</li> <li>➤ peninsula</li> <li>➤ wetland</li> <li>➤ panhandle</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create and interpret graphs, maps, and charts</li> <li>➤ Cause and effect</li> <li>➤ Reading a timeline</li> <li>➤ Using reference materials</li> <li>➤ Inference</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>➤ The geography of a place helps to shape the lives of the people who live there.</li> <li>➤ The interaction between people and the environment changes the physical and human characteristics of Florida.</li> <li>➤ Native Americans adapted their way of life based on their geographic surroundings.</li> </ul>	<p><b>Recommended Performance Tasks/Assessments</b></p> <ul style="list-style-type: none"> <li>➤ G.R.A.S.P.S. Tribe Relocation</li> <li>• <b>GOAL:</b> To find an alternative place to relocate and resettle</li> <li>• <b>ROLE:</b> A team of villagers with the Timucuan tribe</li> <li>• <b>AUDIENCE:</b> Villagers</li> <li>• <b>SITUATION:</b> In order to relocate, the villagers need to investigate a suitable location based on environmental and geographic features.</li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE:</b> Develop a list of features for the new site. Prioritize the list and be prepared to defend the list and new site location.</li> <li>• <b>STANDARDS:</b> Your list must have environmental and geographic features that are prioritized by importance, with explanation to defend your new site location.</li> <li>➤ <b>Climate Graph:</b> Gather climate data from a variety of sources (for example, newspaper). Create a bar graph to compare the climate from a city in each of Florida's four regions.</li> <li>➤ <b>Florida Landforms:</b> Create a map of Florida identifying the major landforms. Write an essay explaining which region the student would like to live in and why.</li> <li>➤ <b>Native American Venn Diagram:</b> Choose two Native American tribes of Florida and develop a Venn diagram comparing and contrasting the two tribes.</li> </ul> <p style="text-align: center;">FCAT-related activities in <b>bold</b></p>	<p><b>Florida Studies</b></p> <ul style="list-style-type: none"> <li>➤ Chapter 1 Geography of Florida</li> <li>• Lesson 1 (pgs. 6-13)</li> <li>• Lesson 2 (pgs. 14-19)</li> <li>• Lesson 3 (pgs. 20-27)</li> <li>• Lesson 4 (pgs. 28-37)</li> <li>➤ Chapter 2 The First Floridians</li> <li>• Lesson 1 (pgs. 42-49)</li> <li>• Lesson 2 (pgs. 50-57)</li> <li>• Lesson 3 (pgs. 58-63)</li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ Calusa Life by Susan Ring</li> <li>➤ The Early People of Florida by Eva Deutsch Costabel</li> <li>➤ Florida by Barbara A. Somerville</li> <li>➤ Florida by Ann Heinrichs</li> <li>➤ Everglades by Janice Leotti-Bachem</li> <li>➤ Florida (From Sea to Shining Sea) Children's Press 1992.</li> <li>➤ The Crafts of Florida's First People by Robin C. Brown</li> <li>➤ Native Americans in Florida by Kevin M. McCarthy</li> <li>➤ The Timucua Indians: a Native American Detective Story by Kelley G. Weitzel</li> <li>➤ Florida Native Peoples by Bob Knotts</li> <li>➤ All Around Florida: regions and resources by Bob Knotts</li> </ul>

WEEK 10-18 Florida Exploration, Colonization, and Settlement	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p><b>Social Studies Standards:</b> The student:</p> <ul style="list-style-type: none"> <li>➤ SS. A. 6.2.2.4.2 Understands ways geographic features influenced the exploration, colonization, and expansion of Florida.</li> <li>➤ SS.A. 6.2.3.4.1 Knows people and events related to the early exploration of Florida.</li> <li>➤ SS.A.6.2.3.4.2 Knows significant events in the colonial period of Florida.</li> <li>➤ SS.A.6.2.3.4.3 Knows key events leading to Florida becoming a state.</li> <li>➤ SS.A.6.2.7.4.1 Understands some unique historical conditions that influenced the formation of the state and how statehood was granted.</li> <li>➤ SS.A.1.2.2.4.1 Knows different types of primary and secondary sources (for example artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).</li> <li>➤ SS. B. 1.2.2.4.1 Knows how regions in Florida are constructed according to physical criteria and human criteria</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ What would it be like to walk in the shoes of an early explorer?</li> <li>➤ What events lead up to Florida being part of the United States?</li> <li>➤ What would it be like to be a plantation owner verses a slave or indentured servant?</li> <li>➤ Why was there conflict between the colonist and the Seminole Indians?</li> <li>➤ Explain why many people wanted Florida Territory to become a state?</li> </ul> <p><b>Vocabulary/Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Conquistador</li> <li>➤ Convert</li> <li>➤ Expedition</li> <li>➤ Mission</li> <li>➤ Colonist</li> <li>➤ Fort</li> <li>➤ Indentured Servant</li> <li>➤ Slave</li> <li>➤ Plantation</li> <li>➤ Reservation</li> <li>➤ Territory</li> <li>➤ Loyalist</li> <li>➤ Patriot</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create and interpret graphs, maps, and charts</li> <li>➤ Cause and effect</li> <li>➤ Navigating Web Sites</li> <li>➤ Reading a timeline</li> <li>➤ Using reference materials</li> <li>➤ Reading and creating a timeline</li> <li>➤ Inference</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Explorers commissioned by their kings to find gold and riches, settle new lands, and their personal quest for religious freedom encountered obstacles such</li> </ul>	<p><b>Recommended Performance Tasks/Assessments</b></p> <ul style="list-style-type: none"> <li>➤ <b>G.R.A.S.P.S. A Time Traveler's Journal</b></li> <li>• <b>GOAL: Take your reader on a journey from the exploration of Florida to its settlement.</b></li> <li>• <b>ROLE: You are a time traveler during the time of Florida's exploration, colonization, and settlement.</b></li> <li>• <b>AUDIENCE: The reader</b></li> <li>• <b>SITUATION: You have just returned from a visit back in history and your friends are excited to hear about your experiences. You gather them together at your house one evening and entertain them with tales of your travels. You use detailed journal entries to recall some of the most fascinating people and events.</b></li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE: The student will create a journal with entries based on historical facts.</b></li> <li>• <b>STANDARDS: The journal will include the following: Maps, routes, diagrams, people (explorers, Native Americans...), weapons, tools, hardships, animals, the countries that owned Florida, missions, ships, forts...</b></li> <li>➤ Prepare a Documentary: Have pairs of students prepare a five-minute television documentary about one of the events relating to the exploration, colonization, and settlement of Florida. Remind students that a documentary is a program that gives a factual account of a subject. Students should write a short script about the event and include an on-the-scene interview with an explorer, colonist or worker.</li> <li>➤ Write an Encyclopedia Article: Use what you have learned in the unit to think like a historian. A historian retells events in a clear and organized way. Historians need to make sure that the facts in the articles are correct and in the correct time order. Write an article that tells what happened as Florida was ruled by different countries until the time it became a United States territory and then a state. In your first paragraph, briefly tell the main ideas of how France, Spain, and Great Britain gained control of Florida. Begin with the start of a French colony in Florida. Tell how Spain gained control in 1565, Great Britain. In 1763, and Spain again from 1783-1819. In your second paragraph, explain how Florida became a territory and later a state. For each paragraph, make sure to include correct dates, names of people, and names of places. Tell the events in time order.</li> </ul>	<p><b>Florida Studies</b></p> <ul style="list-style-type: none"> <li>➤ Chapter 3 Europeans Come to Florida</li> <li>• Lesson 1 (pg. 74-77)</li> <li>• Lesson 2 (pg. 82-85)</li> <li>• Lesson 3 (pg. 88-93)</li> <li>➤ Chapter 4 The Struggle for Florida</li> <li>• Lesson 1 (pg. 100-105)</li> <li>• Lesson 2 (pg. 106-111)</li> <li>• Lesson 3 (pg. 114-121)</li> <li>➤ Chapter 5 From Territory to State</li> <li>• Lesson 1 (pg. 128-135)</li> <li>• Lesson 2 (pg. 136-141)</li> <li>• Lesson 3 (pg. 142-149)</li> <li>• Lesson 4 (pg. 152-155)</li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ St. Augustine by Jan Mader</li> <li>➤ The Battle for Florida by Michelle Laliberte</li> <li>➤ Hernando de Soto by Elena Martin</li> <li>➤ Hernando de Soto by Ruth Manning</li> <li>➤ Life in St. Augustine by Sally Senzell Isaacs</li> <li>➤ The Seminole by Stefanie Takacs</li> <li>➤ Night Bird: A Story of the Seminole Indians by Kathleen V. Kudlinski</li> <li>➤ Legends of the Seminoles as told by Betty Mae Jumper</li> <li>➤ Florida History! Surprising Secrets About Our State's Founding</li> <li>➤ Mothers, Fathers, and Kids by Carole Marsh</li> <li>➤ Dancing with the Indians by Angela Shelf Medearis</li> <li>➤ Freedom River by Marjory Stoneman Douglas</li> <li>➤ Missions and Presidos by Raymond Bial</li> <li>➤ The Spanish Exploration of Florida: The Adventures of the Spanish</li> <li>➤ Conquistadors, including Juan Ponce de Leon... by William Thompson</li> <li>➤ Castillo de San Marcos by Charles W. Maynard</li> </ul>

		<p>as disease, the elements, and established inhabitants.</p> <ul style="list-style-type: none"> <li>➤ The pursuit of different countries to rule Florida caused conflicts, which lead to wars, resulting in Florida being owned by 4 countries within 100 years.</li> <li>➤ Joining forces with the United States afforded Florida securities it did not have on its own as a territory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>To Move or Not to Move:</b> You are with the Federal Bureau of Indian Affairs. You have been ordered by Congress to investigate moving the Seminole Indians out west. Your job is to research the reasons the settlers have for wanting to move the Seminoles. Make a decision as whether or not moving the Seminoles is the action to take. Base your decision on your research and then defend your decision to Congress.</li> </ul> <p style="text-align: center;">FCAT-related activities in <b>bold</b></p>	
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1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>WEEKS 19-27 Growing Florida</b></p> <p><b>Social Studies Standards:</b> The student:</p> <ul style="list-style-type: none"> <li>➤ SS.A.6.2.3.4.8 Knows selected economic, political, and social transformations that have taken place in Florida since WWII (for example Civil Rights movement, and space program).</li> <li>➤ SS.A.6.2.3.4.6 Understands some ways industrialization and urbanization have affected Florida (for example the growth of railroads and highways, and the development of large population centers and tourism).</li> <li>➤ SS.A.6.2.3.4.7 Understands ways Florida changed during the 1920s and 1930s and understands ways every day life was impacted in Florida by the Great Depression (for example economic boom and bust).</li> <li>➤ SS.A.6.2.4.4.1 Knows causes, key events, and effects of the Civil War and Reconstruction in Florida.</li> <li>➤ SS.A.1.2.2.4.1 Knows different types of primary and secondary sources (for example artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).</li> <li>➤ SS.A.6.2.3.4.9 Understands the contributions of selected significant men and women including African Americans and Hispanics on the development of Florida, (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ What effect did industrialization have on the way Americans produced things?</li> <li>➤ What would it be like to walk in the shoes of a Floridian during the Great Depression?</li> <li>➤ Describe the attitude of Floridians regarding the North and the issue of slavery before the Civil War and during Reconstruction.</li> <li>➤ How and why did the space program come about?</li> <li>➤ Why were the early – mid 1920s known as “The Good Times” for Floridians?</li> </ul> <p><b>Vocabulary/Concepts</b></p> <ul style="list-style-type: none"> <li>➤ stock</li> <li>➤ unemployment</li> <li>➤ factories</li> <li>➤ assembly line</li> <li>➤ depression</li> <li>➤ entrepreneur</li> <li>➤ industrialization</li> <li>➤ reconstruction</li> <li>➤ industry</li> <li>➤ economic boom</li> <li>➤ economic bust</li> <li>➤ convenience</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create and interpret graphs, maps, and charts</li> <li>➤ Cause and effect</li> <li>➤ Reading and creating a timeline</li> <li>➤ Using reference materials</li> <li>➤ Inference</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Florida’s economic life, socialization, and population did not remain static from 1860-1950, but rather experienced radical transformations.</li> </ul>	<p><b>Recommended Performance Tasks/Assessments</b></p> <ul style="list-style-type: none"> <li>➤ <b>G.R.A.S.P.S.</b></li> <li>• <b>GOAL: Develop a plan to help his/her family survive the Great Depression.</b></li> <li>• <b>ROLE: An adult parent during the 1930s.</b></li> <li>• <b>AUDIENCE: The audience will be the student’s immediate family.</b></li> <li>• <b>SITUATION: It is 1930. You live in a big house on a large farm are used to getting absolutely anything and everything you want. Now, however, your have lost all your money because of the stock market crash. You and your family must determine what every member of the family can do to cut back on things and earn money for the household. Be specific because your family is depending on you.</b></li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE: Create a poster outlining his or her plan.</b></li> <li>• <b>STANDARDS:</b> <ul style="list-style-type: none"> <li>○ <b>The number of family members and their ages</b></li> <li>○ <b>Specific ways (actions) each family member can take to save/earn money</b></li> <li>○ <b>Explanation of how each action is beneficial to the family Include the wages for each job a family member might hold</b></li> </ul> </li> <li>➤ Write and Illustrate a Comic Book: Use what you have learned in the unit to think like a cartoonist. A cartoonist uses illustrations and words to create comic strips or books to inform or entertain readers. Write and illustrate a comic book about how railroads changed Florida. Include two ways that Florida’s new railroads helped its economy grow. Describe the three economic booms that occurred because of the railroad: the citrus boom, the timber boom, and the cattle ranching boom. At the end of your comic book, sum up why the railroads caused Florida’s economy to change. Before you begin working on your comic book, visit your local library or media center. Find out more about railroads that operated in Florida in the 1800s. Include some of this information in your comic book. Write the title of the source in which you found this information.</li> <li>➤ Design a Museum Exhibit: Ask small groups of students to create an exhibit for a history museum about events in Florida from the late 1800s to mid 1950s. Students’ exhibits should include a floor plan; a description of each display in the exhibit; an illustrated banner for the entrance; and a poster advertising the exhibit. Invite students to give oral presentations of their proposed exhibits in class.</li> </ul> <p style="text-align: center;">FCAT-related activities in <b>bold</b></p>	<p><b>Florida Studies</b></p> <ul style="list-style-type: none"> <li>➤ Chapter 7 The Development of Florida             <ul style="list-style-type: none"> <li>• Lesson 1 (pg. 196-201)</li> <li>• Lesson 2 (pg. 202-209)</li> <li>• Lesson 3 (pg. 212-215)</li> </ul> </li> <li>➤ Chapter 8 New Challenges             <ul style="list-style-type: none"> <li>• Lesson 1 (pg. 228-231)</li> <li>• Lesson 3 (pg. 242-245)</li> <li>• Lesson 4 (pg. 248-253)</li> </ul> </li> <li>➤ Chapter 9 Riches to Rags to Riches             <ul style="list-style-type: none"> <li>• Lesson 1 (pg.260-263)</li> <li>• Lesson 2 (pg. 270-275)</li> <li>• Lesson 3 (pg. 280-283)</li> </ul> </li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ Henry Plant by Lisa Moore</li> <li>➤ Portrait of Florida by Michelle Laliberte</li> <li>➤ Oranges by Louise Spilsbury</li> <li>➤ Kids During the Industrial Revolution by Lisa A. Wroble</li> <li>➤ Henry Flagler, Builder of Florida by Sandra Sammons</li> <li>➤ Konnichiwa Florida Moon by Virginia Aronson</li> <li>➤ Industrial Revolution by Sean Connolly</li> <li>➤ Gift of the Unicorn: The Story of Lue Gim Gong, Florida’s Citrus</li> <li>➤ Wizard by Virginia Aronson</li> <li>➤ The Kennedy Space Center: Gateway to Space by Susan Dudley Gold</li> <li>➤ Front Porch Stories—Tales of the Hendry Family, Pioneers in Florida’s</li> <li>➤ Peace River Basin by Ella Kathryn Hendry</li> </ul>

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p><b>WEEKS 28-33 Florida Government and Economy</b></p>	<p><b>Social Studies Standards:</b> The student understands:</p> <ul style="list-style-type: none"> <li>➤ SS.A.6.2.3.4.9 Understands the contributions of selected significant men and women on the development of Florida.</li> <li>➤ SS.C.1.2.1.4.1 Understands the functions of government under the framework of the Florida Constitution.</li> <li>➤ SS.C.1.2.1.4.2 Knows the branches of Florida state government.</li> <li>➤ SS.C.1.2.2.4.1 Understands the structure, functions, and primary responsibilities of the branches of Florida government.</li> <li>➤ SS.C.1.2.2.4.2 Understands ways all three branches of government promote the common good and protect individual rights.</li> <li>➤ SS.C.1.2.3.4.1 Knows the names of his or her representatives at the local and state level.</li> <li>➤ SS.C.1.2.5.4.1 Knows basic things Florida government does in one's school, community, state, and nation.</li> <li>➤ SS.D.1.2.5.4.2 Knows the basic concept of a budget.</li> <li>➤ SS.D.2.2.4.4.1 Knows ways the state government provides goods and services through taxation (for example, education).</li> <li>➤ SS.C.2.2.1.4.1 Understands the importance of participation through community service, civic improvement, and political activities at the local and state level.</li> <li>➤ SS.C.2.2.2.4.1 Extends and refines understanding of ways personal and civic responsibility are important.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ In what ways are the 3 branches of the Florida government related?</li> <li>➤ What would happen if one branch of government had more power?</li> <li>➤ How can abuse of power be avoided?</li> <li>➤ How can you make a change in our Florida government locally?</li> <li>➤ How do personal responsibilities and civic responsibilities differ?</li> </ul> <p><b>Vocabulary/Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Executive Branch</li> <li>➤ Legislative Branch,</li> <li>➤ Judicial Branch</li> <li>➤ bill</li> <li>➤ representatives</li> <li>➤ income</li> <li>➤ budget</li> <li>➤ taxes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create and Interpret maps, graphs, and charts</li> <li>➤ Analyze cause and effect</li> <li>➤ Discuss point of view</li> <li>➤ Add and Subtract</li> <li>➤ Prioritize</li> <li>➤ Use technology to gather information and present their findings.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Florida has three branches of government that check and balance the power of each other.</li> <li>➤ Every citizen of Florida may participate in civic life.</li> </ul>	<p><b>Recommended Performance Tasks/Assessments</b></p> <ul style="list-style-type: none"> <li>➤ <b>G.R.A.S.P.S.</b></li> <li>• <b>GOAL: Create a travel brochure or virtual tour for a field trip to Tallahassee.</b></li> <li>• <b>ROLE: You're a 4th grade student who has just finished a Florida government study who would like to go to Tallahassee on a field trip.</b></li> <li>• <b>AUDIENCE: Your travel brochure will be seen by parents, teachers, and the principal when deciding on places to visit for a possible fieldtrip.</b></li> <li>• <b>SITUATION: You will need to convince the parents, teachers, and principal that this is a valid field trip by choosing to visit key places important to the government.</b></li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE: You will create a travel brochure or a virtual tour of Tallahassee.</b></li> <li>• <b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• <b>A description of each selected site.</b></li> <li>• <b>A clear rationale for the selected sites.</b></li> <li>• <b>What we might see happening at the selected sites.</b></li> <li>• <b>How the selected sites relate to each other.</b></li> <li>• <b>Who we might see at the selected sites.</b></li> </ul> </li> <li>➤ Mock Session: As a class, decide upon a bill the class would like to see written into state law. Take the proposed idea through the steps to becoming a law, having students act out members of Florida State Congress.</li> <li>➤ Set up a Classroom Government: Students decide the offices and job descriptions to make sure that all students are safe and have an environment in which they can learn.</li> <li>➤ Write Interview Questions: Choose an elected official such as governor, state senator, or state representative that they would like to interview. Have them prepare a set of interview questions to find out what the official's duties are, what he or she thinks the most important issues are and why he or she entered politics.</li> </ul> <p style="text-align: center;">FCAT-related activities in <b>bold</b></p>	<p><b>Florida Studies</b></p> <ul style="list-style-type: none"> <li>➤ Unit 5, Chapter 11             <ul style="list-style-type: none"> <li>• Lesson 2 (pg. 330-337)</li> <li>• Lesson 3 (pg. 338-343)</li> <li>• Lesson 4 (pg. 344-349)</li> </ul> </li> <li>➤ Unit 5, Chapter 12             <ul style="list-style-type: none"> <li>• Lesson 1 (pg. 356-359)</li> <li>• Lesson 3 (pg. 368-373)</li> <li>• Lesson 4 (pg. 376-381)</li> </ul> </li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ Florida Government Projects: 30 Cool Activities, Crafts, Experiments &amp; More for Kids to Do to Learn About Your State by Carole Marsh</li> <li>➤ Florida Government for Kids by Carole Marsh</li> </ul>

	<ul style="list-style-type: none"><li>➤ SS.A.6.2.3.4.9 Understands the contributions of selected significant men and women, including African Americans and Hispanics.</li><li>➤ SS.A.1.2.2.4.1 Knows different types of primary and secondary sources (for example artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).</li></ul>			
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p><b>WEEKS 34-36 Florida's Diverse Population</b></p>	<p><b>Social Studies Standards:</b> The student:</p> <ul style="list-style-type: none"> <li>➤ SS.A.6.2.1.4.1 Understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).</li> <li>➤ SS.A.6.2.1.4.2 Knows contributions of immigrants to Florida's history including Hispanics.</li> <li>➤ SS. A.6.2.3.4.5 Understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, and important contributions).</li> <li>➤ SS. A. 6.2.3.4.9 Understands the contributions of selected significant men and women, including African Americans and Hispanics on the development of Florida (for example, Ponce de Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).</li> <li>➤ SS.A.6.2.4.4.1 Understands the unique and diverse cultural make up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African American).</li> <li>➤ SS.A.6.2.5.4.1 Knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.</li> <li>➤ SS.A.1.2.2.4.1 Knows different types of primary and secondary sources (for example artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).</li> <li>➤ SS.A.6.2.3.4.9 Understands the contributions of selected significant men and women, including African Americans and Hispanics.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>➤ In what ways have the immigrants of the State of Florida contributed to Florida's history and growth?</li> <li>➤ What are different points of view about immigration (e.g. resident Floridians vs. immigrants)?</li> <li>➤ To what extent have the various cultures contributed to the unique social, cultural, economic, and political features of Florida?</li> <li>➤ How are my views about immigration shaped by the world around me?</li> </ul> <p><b>Vocabulary/Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Caucasian</li> <li>➤ Hispanic,</li> <li>➤ Haitian-Creole</li> <li>➤ African American</li> <li>➤ social interactions</li> <li>➤ religious beliefs traditions</li> <li>➤ language</li> <li>➤ food</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create and interpret maps, graphs, and charts and globes.</li> <li>➤ Analyze cause and effect</li> <li>➤ Discuss point of view</li> <li>➤ Research and gather information from primary and secondary sources</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Florida richly benefits from the contributions of many cultures coming together to form a diverse, yet cohesive society.</li> <li>➤ Florida served as a beacon of "The Good Life" to many immigrants searching for political and religious freedom as well as economic prosperity.</li> </ul>	<p><b>Recommended Performance Tasks/Assessments</b></p> <ul style="list-style-type: none"> <li>➤ <b>G.R.A.S.P.S. A Culturally Diverse Menu</b></li> <li>• <b>GOAL:</b> Your goal is to design a culturally diverse menu.</li> <li>• <b>ROLE:</b> You are a chef, working for a world-class restaurant that specializes in bringing together food from many cultural groups.</li> <li>• <b>AUDIENCE:</b> The patrons of your restaurant.</li> <li>• <b>SITUATION:</b> You have been asked by your boss to select two or three cultural groups that live in Florida to create the menu.</li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE:</b> Create a menu based on the various cultures' foods. Plan music, décor, and other information that would provide a snapshot of these cultures in Florida.</li> <li>• <b>STANDARDS:</b> Specify why your selections (food, décor and music) reflect the unique social, cultural economic and political features of the various cultures in Florida.</li> <li>➤ <b>G.R.A.S.P.S. A New Monument!</b></li> <li>• <b>GOAL:</b> To nominate an important "immigrant" that has contributed to Florida.</li> <li>• <b>ROLE:</b> You are a Florida citizen knowledgeable in Florida's cultural diversity.</li> <li>• <b>AUDIENCE:</b> The "Sons and Daughters of Florida"</li> <li>• <b>SITUATION:</b> You have been commissioned by the "Sons and Daughters of Florida" to write a letter nominating an "immigrant".</li> <li>• <b>PRODUCT, PERFORMANCE, AND PURPOSE:</b> Draft a letter to the above organization, nominating a person for the new monument.</li> <li>• <b>STANDARDS:</b> Be sure to include the reasons for your decision. This is stiff competition, so be sure to include as much information as you can, to prove the worthiness of your choice.</li> <li>• Write a Letter to a Pen Pal: Students often exchange letters with pen pals as a way to learn more about people's lives in different places. Use what you have learned in this unit to think about how you might describe the people who live in Florida. Write a letter to a pen pal to tell about the people who live in Florida. Name three different cultural groups in Florida. Explain how these different cultures have affected life in Florida. Include a description of a cultural festival, holiday or museum. Explain why Florida is considered one of the most multicultural states in the nation.</li> </ul> <p style="text-align: center;">FCAT-related activities in <b>bold</b></p>	<p><b>Florida Studies</b></p> <ul style="list-style-type: none"> <li>➤ Unit 5 Chapter 12</li> <li>• Lesson 2 (pg. 362-367)</li> <li>➤ Unit3 Chapter 7</li> <li>• Lesson 3 (pg. 212-217)</li> <li>➤ Specific Immigrants</li> <li>• Bahamian pg.229</li> <li>• Chinese pg. 305</li> <li>• Cuban pg. 214,229,305</li> <li>• Danish pg. 229</li> <li>• Filipino pg. 305</li> <li>• Greek pg. 215-217,229</li> <li>• Haitian pg.129,305</li> <li>• Indian pg. 305</li> <li>• Italian pg. 229</li> <li>• Jamaican pg. 305</li> <li>• Spanish pg. 229</li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>➤ Ileanna Ros-Lehtinen by Joy E. Dickerson</li> <li>➤ Filipino Americans by Carolyn Yoder</li> <li>➤ Catfish and Spaghetti by Marcia S. Freeman</li> <li>➤ Paco's Perro by Marion Heller</li> <li>➤ A Guatemalan Family by Michael Malone</li> <li>➤ Field Trip to World of Nations</li> <li>➤ Guest speaker from Lutheran Social Services to discuss immigration to Jacksonville.</li> </ul>

## APPENDIX A REQUIRED AREAS OF STUDY

**NOTE:** Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women’s contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.