




Standards visited all year	<p>American History SS.I.A.1 Examine primary sources. SS.I.A.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. SS.I.A.3 Identify and use terms and designations of time sequence. SS.I.A.3.2 Create timelines.</p>	 Primary and Secondary Sources.ppt
Quarter 1	<p style="text-align: center;">Major Concepts / Topics</p>	<p style="text-align: center;">Possible Resources</p>
	<p style="text-align: center;">AMERICAN HISTORY</p> <p>SS.I.A.2.1 Understand history tells the story of people and events of other times and places. SS.I.A.2.2 Compare life now with life in the past. SS.I.A.2.3 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.</p> <p style="text-align: center;">CIVICS/GOVERNMENT</p> <p>SS.I.C.1.1 Explain the purpose of rules and laws in the school and community. SS.I.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. SS.I.C.1.3 Give examples of the use of power without authority in the school and community. SS.I.C.2.1 Explain the rights and responsibilities students have in the school community. SS.I.C.2.2 Describe the characteristics of responsible citizenship in the school community. SS.I.C.2.3 Identify ways students can participate in the betterment of their school and community. SS.I.C.2.4 Show respect and kindness to people and animals. SS.I.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways. SS.I.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> • Kids.gov (parent website) • The Constitution for Kids • Government for Kids • "Constitution Day & Celebrate Freedom Week."
Quarter 2	<p style="text-align: center;">Major Concepts / Topics</p>	<p style="text-align: center;">Possible Resources</p>
	<p style="text-align: center;"><i>Historical Knowledge</i></p> <p>SS.I.A.2.1 Understand history tells the story of people and events of other times and places. SS.I.A.2.2 Compare life now with life in the past. SS.I.A.2.3 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.I.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.I.A.3.2 Create a timeline based on the student's life or school events, using primary sources.</p>	<ul style="list-style-type: none"> • Historical people • Seminole Native Americans • Time for Kids-Black History

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.



Major Concepts / Topics		Possible Resources
Quarter 3	<p style="text-align: center;">AMERICAN HISTORY</p> <p>SS.I.A.2.1 Understand history tells the story of people and events of other times and places.</p> <p>SS.I.A.2.2 Compare life now with life in the past.</p> <p>SS.I.A.2.3 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.</p> <p>SS.I.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.I.A.2.5 Distinguish between historical fact and fiction using various materials.</p> <p style="text-align: center;">CIVICS/GOVERNMENT</p> <p>SS.I.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> ● Duck for President Read Aloud Video ● Teacher for President Read Aloud Video ● MLK Jr. Song ● Rosa Parks
Major Concepts / Topics		Possible Resources
Quarter 4	<p style="text-align: center;">GEOGRAPHY</p> <p>SS.I.G.1.1 Use physical and political/cultural maps to locate places in Florida.</p> <p>SS.I.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p>SS.I.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>SS.I.G.1.4 Identify a variety of physical features using a map and globe.</p> <p>SS.I.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>SS.I.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.</p> <p style="text-align: center;">ECONOMICS</p> <p>SS.I.E.1.1 Recognize that money is a method of exchanging goods and services.</p> <p>SS.I.E.1.2 Define opportunity costs as giving up one thing for another.</p> <p>SS.I.E.1.3 Distinguish between examples of goods and services.</p> <p>SS.I.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.</p> <p>SS.I.E.1.5 Recognize the importance of saving money for future purchases.</p> <p>SS.I.E.1.6 Identify that people need to make choices because of scarce resources.</p>	<ul style="list-style-type: none"> ● U.S Mint (games and activities for students) ● Money ● Economic Basics ● Free Geography Printables ● Map Video ● Geography Map Skills

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.