

<p><b>Quarter 1</b></p>	<p style="text-align: center;"><b>American History</b></p> <ul style="list-style-type: none"> <li>□ <b>Historical Inquiry and Analysis</b> <ul style="list-style-type: none"> <li>▪ Develop an understanding of a primary source.</li> <li>▪ Understand how to use the media center/other sources to find answers to questions about a historical topic.</li> </ul> </li>   <li>□ <b>Historical Knowledge</b> <ul style="list-style-type: none"> <li>▪ Understand history tells the story of people and events of other times and places.</li> <li>▪ Compare life now with life in the past.</li> <li>▪ 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.</li> <li>▪ Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</li> <li>▪ Distinguish between historical fact and fiction using various materials.</li> </ul> </li>   <li>□ <b>Chronological Thinking</b> <ul style="list-style-type: none"> <li>▪ Use terms related to time to sequentially order events that have occurred in school, home, or community.</li> <li>▪ Create a timeline based on the student's life or school events, using primary sources.</li> </ul> </li> </ul>
<p><b>Quarter 2</b></p>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>□ <b>The World in Spatial Terms</b> <ul style="list-style-type: none"> <li>▪ Use physical and political/cultural maps to locate places in Florida.</li> <li>▪ Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</li> <li>▪ Construct a basic map using key elements including cardinal directions and map symbols.</li> <li>▪ Identify a variety of physical features using a map and globe.</li> <li>▪ Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</li> <li>▪ Describe how location, weather, and physical environment affect the way people live in our community.</li> </ul> </li> </ul>

<p><b>Quarter 3</b></p>	<p style="text-align: center;"><b>Economics</b></p> <ul style="list-style-type: none"> <li>□ <b>Beginning Economics</b> <ul style="list-style-type: none"> <li>▪ Recognize that money is a method of exchanging goods and services.</li> <li>▪ Define opportunity costs as giving up one thing for another.</li> <li>▪ Distinguish between examples of goods and services.</li> <li>▪ Distinguish people as buyers, sellers, and producers of goods and services.</li> <li>▪ Recognize the importance of saving money for future purchases.</li> <li>▪ Identify that people need to make choices because of scarce resources.</li> </ul> </li> </ul>
<p><b>Quarter 4</b></p>	<p style="text-align: center;"><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>□ <b>Foundations of Government, Law, and the American Political System</b> <ul style="list-style-type: none"> <li>▪ Explain the purpose of rules and laws in the school and community.</li> <li>▪ Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</li> <li>▪ Give examples of the use of power without authority in the school and community.</li> </ul> </li> <li>□ <b>Civic and Political Participation</b> <ul style="list-style-type: none"> <li>▪ Explain the rights and responsibilities students have in the school community.</li> <li>▪ Describe the characteristics of responsible citizenship in the school community.</li> <li>▪ Identify ways students can participate in the betterment of their school and community.</li> </ul> </li> <li>□ <b>Structure and Functions of Government</b> <ul style="list-style-type: none"> <li>▪ Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</li> <li>▪ Recognize symbols and individuals that represent American constitutional democracy.</li> </ul> </li> </ul>