

Alignment of the Masters of Disaster Curriculum to Florida's Sunshine State Standards



SOCIAL STUDIES

GRADES 6-8

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA'S SUNSHINE STATE STANDARDS

Social Studies 6-8

WHAT IS THE PURPOSE OF THIS DOCUMENT?

This document is a correlation of the Masters of Disaster (MOD) curriculum of the American Red Cross with Florida's Sunshine State Standards. Correlation has been completed through the benchmark level of each Standard in an effort to assist teachers with the integration of important disaster safety information into their regular lesson plans. Foremost in our efforts was the desire to provide teachers with easily accessible material that can enhance the delivery of each of four subject areas within the school curriculum: Language Arts, Mathematics, Science, and Social Studies.

WHAT ARE THE SUNSHINE STATE STANDARDS?

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs. However, as Florida moves toward greater accountability for student achievement at each grade level, the Sunshine State Standards have been further defined. In the subject areas of language arts, mathematics, science, and social studies, the Sunshine State Standards have been expanded to include Grade Level Expectations. These Grade Level Expectations will eventually become the basis for state assessments at each grade 3-10 in language arts and mathematics--and may eventually be used in state assessments in science and social studies.

More information on the Sunshine State Standards is available at:

<http://www.firn.edu/doe/curric/prek12/frame2.htm>

All benchmarks for each of the core subject areas (language arts, math, science, and social studies) are included in each of the three grade levels (K-2, 3-5 and 6-8). Linkages between the Sunshine State Standards and Masters of Disaster lesson plans are listed where they apply. Space for teacher notes is provided adjacent to those benchmarks not addressed by MOD.

The benchmark alignments in this document are based on implementing the Masters of Disaster lesson plans with fidelity, but teachers may address additional benchmarks by making minor adjustments in some of the lesson plan activities.

We hope that teachers find the materials to be a useful and valuable aid to the use of the MOD curriculum. Educators are encouraged to direct any comments or recommended changes to this document to Julie Collins, Office of Safe Schools, Florida Department of Education, 325 West Gaines Street #301, Tallahassee, Florida 32399-0400; via electronic mail at julie.collins@fldoe.org or via telephone at (850) 414-7778.

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA’S SUNSHINE STATE STANDARDS

SOCIAL STUDIES 6-8

STRAND A: TIME, CONTINUITY, AND CHANGE (HISTORY)		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.3.)	1. Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.	Hurricanes, Lesson Plan 3, p. 34-36 Floods, Lesson Plan 3, p. 64-65 Earthquakes, Lesson Plan 3, p. 138-142 Earthquakes, Lesson Plan 4, p. 144-145
	2. Knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 3, p. 34-36 Floods, Lesson Plan 3, p. 64-65 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 96 Tornadoes, Lesson Plan 4, p. 98 Earthquakes, Lesson Plan 2, p. 132-136 Earthquakes, Lesson Plan 3, p. 138-142 Earthquakes, Lesson Plan 4, p. 144-145
	3. Knows how to impose temporal structure on historical narratives.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 3, p. 35 Tornadoes, Lesson Plan 4, p. 98 Earthquakes, Lesson Plan 2, p. 132-136

Standard 2: The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.3.)	1. Understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).	
	2. Knows how major historical developments have had an impact on the development of civilizations.	
	3. Understands important technological developments and how they influenced human society.	
	4. Understands the impact of geographical factors on the historical development of civilizations.	Floods, Lesson Plan 2, p. 57 Earthquakes, Lesson Plan 2, p. 136 Earthquakes, Lesson Plan 3, p. 138-142 Earthquakes, Lesson Plan 8, p. 164-166
	5. Knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).	
	6. Knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).	Floods, Lesson Plan 2, p. 57 Earthquakes, Lesson Plan 2, p. 136 Earthquakes, Lesson Plan 3, p. 138-142 Earthquakes, Lesson Plan 4, p. 144-145
	7. Knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).	

	8. Knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.	
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Standard 3: The student understands Western and Eastern civilization since the Renaissance (SS.A.3.3.)	1. Understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).	Earthquakes, Lesson Plan 4, p. 144-145
	2. Understands the historical events that have shaped the development of cultures through out the world.	Earthquakes, Lesson Plan 4, p. 144-145
	3. Knows how physical and human geographic factors have influenced major historical events and movements.	
	4. Knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.	
	5. Understands the differences between institutions of Eastern and Western civilizations (e.g., difference in governments, social traditions and customs, economic systems and religious institutions).	

Standard 4: The student understands U.S. history to 1880. (SS.A.4.3.)	1. Knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).	
	2. Knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).	
	3. Understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.	
	4. Understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).	

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3.)	1. Understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).	
	2. Understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.	
	3. Knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as individualization; consequences such as poor living conditions in cities and employment conditions).	
Standard 6: The student understands the history of Florida and its people. (SS.A.6.3.)	1. Understands how immigration and settlement patterns have shaped the history of Florida.	
	2. Knows the unique geographic and demographic characteristics that define Florida as a region.	General Preparedness, Lesson Plan 1, p. 8
	3. Knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.	
	4. Understands how the interactions of societies and cultures have influenced Florida’s history.	
	5. Understands how Florida has allocated and used resources and the consequences of those economic decisions.	

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student understands the world in spatial terms. (SS.B.1.3.)</p>	<p>1. Uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.</p>	<p>General Preparedness, Lesson Plan 1, p. 8 General Preparedness, Lesson Plan 2, p. 10-12 Hurricanes, Lesson Plan 3, p. 34 Hurricanes, Lesson Plan 4, p. 41 Floods, Lesson Plan 2, p. 56-58 Floods, Lesson Plan 3, p. 64-65 Floods, Lesson Plan 4, p. 68-69 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 95 Tornadoes, Lesson Plan 4, p. 99 Earthquakes, Lesson Plan 2, p. 132-136 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>2. Uses mental maps to organize information about people, places, and environments.</p>	<p>General Preparedness, Lesson Plan 2, p. 10-12 Hurricanes, Lesson Plan 2, p. 30-31 Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 1, p. 53 Floods, Lesson Plan 3, p. 64-65</p>
	<p>3. Knows the social, political, and economic divisions on Earth's surface.</p>	<p>Earthquakes, Lesson Plan 4, p. 144-145</p>
	<p>4. Understands how factors such as culture and technology influence the perception of places and regions.</p>	<p>Floods, Lesson Plan 2, p. 57 Floods, Lesson Plan 3, p. 64-65 Lightning, Lesson Plan 2, p. 108-109 Earthquakes, Lesson Plan 4, p. 144-145</p>
	<p>5. Knows ways in which the spatial organization of a society changes over time.</p>	

	<p>6. Understands ways in which regional systems are interconnected.</p>	<p>Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 4, p. 99 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>7. Understands the spatial aspects of communication and transportation systems.</p>	<p>Hurricanes, Lesson Plan 3, p. 34-36 Hurricanes, Lesson Plan 5, p. 44-45 Earthquakes, Lesson Plan 8, p. 164-166</p>
<p>Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3.)</p>	<p>1. Understands the patterns and processes of migration and diffusion throughout the world.</p>	
	<p>2. Knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p>	<p>Floods, Lesson Plan 2, p. 56-58</p>
	<p>3. Understands how cultures differ in their use of similar environments and resources.</p>	<p>Floods, Lesson Plan 2, p. 57 Earthquakes, Lesson Plan 4, p. 144-145 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>4. Understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.</p>	
	<p>5. Understands the geographical factors that affect the cohesiveness and integration of countries.</p>	<p>Earthquakes, Lesson Plan 2, p. 132-136 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>6. Understands the environmental consequences of people changing the physical environment in various world locations.</p>	<p>Floods, Lesson Plan 3, p. 64-65</p>

	<p>7. Knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>	<p>Floods, Lesson Plan 2, p. 57 Earthquakes, Lesson Plan 2, p. 132-136 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>8. Knows world patterns of resource distribution and utilization.</p>	<p>Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>9. Understands how the interaction between physical and human systems affects current conditions on Earth.</p>	<p>Hurricanes, Lesson Plan 2, p. 30-32 Hurricanes, Lesson Plan 3, p. 34-36 Hurricanes, Lesson Plan 4, p. 40-41 Floods, Lesson Plan 1, p. 50-53 Floods, Lesson Plan 2, p. 56-58 Floods, Lesson Plan 3, p. 64-65 Floods, Lesson Plan 4, p. 68-69 Earthquakes, Lesson Plan 8, p. 164-166</p>

STRAND C: GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3.)</p>	<p>1. Knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.</p>	
	<p>2. Understands major ideas about why government is necessary and the purposes government should serve.</p>	<p>Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 4, p. 68-69 Tornadoes, Lesson Plan 3, p. 95 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>3. Understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).</p>	
	<p>4. Knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).</p>	
	<p>5. Knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.</p>	<p>Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 4, p. 68-69 Tornadoes, Lesson Plan 3, p. 95 Earthquakes, Lesson Plan 8, p. 164-166</p>

	6. Understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.	Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 4, p. 68-69 Earthquakes, Lesson Plan 8, p. 164-166
Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3.)	1. Understands the history of the rights, liberties, and obligations of citizenship in the United States.	
	2. Understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).	
	3. Understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).	
	4. Understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.	
	5. Understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.	

	<p>6. Understands the importance of participation in community service, civic improvement, and political activities.</p>	<p>General Preparedness, Lesson Plan 1, p. 7-8 General Preparedness, Lesson Plan 2, p. 10-12 General Preparedness, Lesson Plan 3, p. 14-15 General Preparedness, Lesson Plan 4, p. 18-19 Hurricanes, Lesson Plan 3, p. 34-36 Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 4, p. 68-69 Floods, Lesson Plan 5, p. 72-75 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 95 Lightning, Lesson Plan 2, p. 108-109 Lightning, Lesson Plan 3, p. 114-115 Lightning, Lesson Plan 4, p. 118-119 Earthquakes, Lesson Plan 5, p. 152-153 Earthquakes, Lesson Plan 6, p. 156-158 Earthquakes, Lesson Plan 7, p. 160-161 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>7. Understands current issues involving rights that affect local, national, or international political, social, and economic systems.</p>	

STRAND D: ECONOMICS

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student understands how scarcity requires individuals and institutions to make choices about to use resources. (SS.D.1.3.)</p>	<p>1. Knows the options and resources that are available for consumer protection.</p>	<p>Hurricanes, Lesson Plan 5, p. 44-45</p>
	<p>2. Understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for six months).</p>	
	<p>3. Understands the variety of factors necessary to consider when making wise consumer decisions.</p>	<p>General Preparedness, Lesson Plan 1, p. 7-8 General Preparedness, Lesson Plan 3, p. 14-15 Hurricanes, Lesson Plan 3, p. 34-36 Hurricanes, Lesson Plan 4, p. 40-41 Hurricanes, Lesson Plan 5, p. 44-45 Floods, Lesson Plan 2, p. 58 Earthquakes, Lesson Plan 8, p. 164-166</p>
<p>Standard 2: The student understands the characteristics of different economic systems and institutions. (SS.D.2.3.)</p>	<p>1. Understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.</p>	<p>Floods, Lesson Plan 2, p. 58 Earthquakes, Lesson Plan 8, p. 164-166</p>
	<p>2. Understands that relative prices and how they affect people’s decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?</p>	<p>Floods, Lesson Plan 2, p. 58 Earthquakes, Lesson Plan 8, p. 164-166</p>

	3. Knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).	
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