

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



## SOCIAL STUDIES

GRADES PRE K-2

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

## Social Studies PreK-2

### 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](mailto: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 PREK-2

<b>STRAND A: TIME, CONTINUITY, AND CHANGE (HISTORY)</b>		
<b>STANDARD</b>	<b>BENCHMARK</b>	<b>MASTERS OF DISASTER LESSON</b>
<b>Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.1.)</b>	1. Compares everyday life in different places and times and understands that people, places, and things change over time.	
	2. Understands that history tells the story of people and events of other times and places.	
	3. Knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).	
	4. Understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).	Hurricanes, Lesson Plan 2, p. 30-31 Tornadoes, Lesson Plan 3, p. 78-79 Earthquakes, Lesson Plan 2, p. 122-125 Earthquakes, Lesson Plan 5, p. 142-144
<b>Standard 2: The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.1.)</b>	1. Knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).	

	<p>2. Understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).</p>	
<p><b>Standard 3: The student understands Western and Eastern civilization since the Renaissance (SS.A.3.1.)</b></p>	<p>1. Knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).</p>	
	<p>2. Understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).</p>	
	<p>3. Understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).</p>	
<p><b>Standard 4: The student understands U.S. history to 1880. (SS.A.4.1.)</b></p>	<p>1. Knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).</p>	

	2. Knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents Day).	
	3. Knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).	
	4. Understands the changes that occurred in people’s lives when they moved from faraway places to the United States.	
<b>Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.1.)</b>	1. Knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).	
	2. Knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials) are associated with state and national history.	
	3. Knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).	
	4. Understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).	

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

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p><b>Standard 1: The student understands the world in spatial terms. (SS.B.1.1.)</b></p>	<p>1. Determines the absolute and relative location of people, places, and things.</p>	<p>General Preparedness, Lesson Plan 2, p. 14 Hurricanes, Lesson Plan 2, p. 30-31 Floods, Lesson Plan 1, p. 50-51 Floods, Lesson Plan 2, p. 55 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 3, p. 78-79</p>
	<p>2. Uses simple maps, globes, and other three-dimensional models to identify and locate places.</p>	<p>General Preparedness, Lesson Plan 2, p. 14 Hurricanes, Lesson Plan 2, p. 30-31 Tornadoes, Lesson Plan 3, p. 78-79</p>
	<p>3. Identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).</p>	<p>Floods, Lesson Plan 1, p. 50-51 Floods, Lesson Plan 2, p. 55 Floods, Lesson Plan 3, p. 64 Earthquakes, Lesson Plan 2, p. 123-124 Earthquakes, Lesson Plan 3, p. 128-129</p>
	<p>4. Knows areas that can be classified as regions.</p>	<p>Tornadoes, Lesson Plan 3, p. 78</p>
<p><b>Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.1.)</b></p>	<p>1. Identifies some physical and human characteristics of places.</p>	<p>Tornadoes, Lesson Plan 5, p. 90-92 Earthquakes, Lesson Plan 3, p. 128-130 Earthquakes, Lesson Plan 4, p. 140</p>
	<p>2. Knows how different communities have changed physically and demographically.</p>	
	<p>3. Knows basic needs and how families in the U.S. and other countries meet them.</p>	<p>General Preparedness, Lesson Plan 1, p. 9 General Preparedness, Lesson Plan 3, p. 16</p>

	4. Knows the role that resources play in our daily lives.	Floods, Lesson Plan 1, p. 51
	5. Knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	

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

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p><b>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.1.1.)</b></p>	<p>1. Knows how various symbols are used to depict Americans’ shared values, principles, and beliefs.</p>	
	<p>2. Knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.</p>	
	<p>3. Understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and “does not go too far.”</p>	<p>Floods, Lesson Plan 3, p. 62-64 Lightning, Lesson Plan 3, p. 106-108</p>
	<p>4. Recognizes major elected officials.</p>	<p>Earthquakes, Lesson Plan 4, p. 140</p>
	<p>5. Knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority.</p>	<p>Hurricanes, Lesson Plan 5, p. 44-45 Lightning, Lesson Plan 3, p. 108</p>
	<p>6. Understands the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.</p>	
<p><b>Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.1.)</b></p>	<p>1. Knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).</p>	<p>Earthquakes, Lesson Plan 4, p. 140 Earthquakes, Lesson Plan 5, p. 144</p>

	<p>2. Knows that a responsibility is a duty to do something or not to do something.</p>	<p>General Preparedness, Lesson Plan 4, p. 18-19  Hurricanes, Lesson Plan 5, p. 45  Tornadoes, Lesson Plan 5, p. 90-92  Lightning, Lesson Plan 2, p. 102-103  Lightning, Lesson Plan 3, p. 106-108  Earthquakes, Lesson Plan 4, p. 140  Earthquakes, Lesson Plan 5, p. 144</p>
	<p>3. Knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.</p>	<p>General Preparedness, Lesson Plan 3, p. 16  General Preparedness, Lesson Plan 4, p. 18-19  Hurricanes, Lesson Plan 4, p. 41  Hurricanes, Lesson Plan 5, p. 45  Tornadoes, Lesson Plan 5, p. 90-92  Lightning, Lesson Plan 2, p. 102-103  Lightning, Lesson Plan 3, p. 108  Earthquakes, Lesson Plan 4, p. 140  Earthquakes, Lesson Plan 5, p. 144</p>
	<p>4. Knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.</p>	

<b>STRAND D: ECONOMICS</b>		
<b>STANDARD</b>	<b>BENCHMARK</b>	<b>MASTERS OF DISASTER LESSON</b>
<b>Standard 1: The student understands how scarcity requires individuals and institutions to make choices about to use resources. (SS.D.1.1.)</b>	1. Understands how scarcity affects the choices people make in everyday situations.	General Preparedness, Lesson Plan 1, p. 6-10 General Preparedness, Lesson Plan 3, p. 16 General Preparedness, Lesson Plan 4, p. 18-19
	2. Knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.	
	3. Knows the difference between goods and services and between consumers and producers.	
	4. Understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.	
<b>Standard 2: The student understands the characteristics of different economic systems and institutions. (SS.D.2.1.)</b>	1. Understands that most people work in jobs in which they produce a few special goods or services.	Hurricanes, Lesson Plan 5, p. 44-45 Lightning, Lesson Plan 2, p. 102-103
	2. Understands the basic concepts of markets and exchanges.	
	3. Understands the basic functions of a bank.	
	4. Understands that people in different places around the world depend on each other for the exchange of goods and services.	