

Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade: Regions and People of North America

History	People in Societies	Geography	Economics	Government	Citizenship Rights - Responsibilities	Study Skills and Methods
<p>architecture chronological order (time lines) colonization/settlement contributions culture/cultural patterns expansion exploration Great Britain (England) historical narratives industrialization interacted with environment time lines *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. historical eras multiple-tier time line 2. historical narratives 4. cultural contributions</p>	<p>artistic expression consequences cultural traditions diverse immigration Indian reservations institutions of slavery waves of immigration *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. characteristics of N. A. cultural groups contributions to American life diversity society 2. culture ethnic groups 3. racial groups 5. migration minority groups nationality(ies)</p>	<p>absolute location climate coordinates economic characteristics human characteristics of places & regions human features irrigation landforms latitude longitude navigation physical features population resources: - renewable - non-renewable - flow thematic maps *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. map coordinates (elements) 2. fertile soil regions climatic regions 3. agriculture (al) 7. international trade 8. tourism vegetation</p> <p>Time Zones are still taught through 2005-05.</p>	<p>allocation methods capital good (resources) command economy competitive market division of labor education first-come-first served interdependent lottery price product quality productive capacity rationing relationship between supply/demand/price sharing equally specialization technology</p> <p>3 economic questions: what to produce how to produce for whom to produce *MEPCV</p> <p>Note: Factors of production is no longer used. It has been replaced with “productive resources</p> <p><u>Suggested Vocabulary</u> 1. market economy cost and benefits 2. economy, customer service 5. Law of Supply & Demand (novice level)</p>	<p>basic rights citizens Congress Constitution Declaration of Independence democracy documents essential characteristics executive judicial legislative president representatives responsibility significance self-government structure of national government Supreme Court *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. characteristics of American democracy national = federal gov't. separation of power checks and balances elections 2. Bill of Rights citizenship 3. consent of the governed significant</p>	<p>civic life common good First Amendment juries naturalization obligation press right of petition & assembly selective service taxes *MEPCV</p> <p><u>Suggested Vocabulary</u> 2. consensus, criminal/civil conflict 3. media</p>	<p>author’s perspective component parts of a source credentials of the source cross-references options (choices) paraphrase relevant information *MEPCV</p> <p><u>Suggested Vocabulary:</u> 1. criteria for evaluating reliability of views supporting evidence criteria for evaluating reliability of views 3. viewpoint and their reliability 4. author’s purpose 6. irrelevant information 7. main idea supporting facts</p>
<p>Beginning 2002-03 all vocabulary terms are foundations for the 10th OGT effective March 2005.</p> <p>The first 5th Grade Achievement Test will be given: March 2007.</p> <p>See the “Suggested Pacing Guide” starting page 5th – 18 to prepare students for the 5th Grade March Achievement Tests.</p>						

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district’s social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 5th Grade.)

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Fifth Grade: Regions and People of North America

Stated Thinking Processes and Skills from the Indicators		“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>identify: to show or prove the sameness of</p> <p>infer: to read between the lines; to extend information or understanding beyond what is explicitly stated An author implies and the reader infers.</p> <p>cause and effect: the relationship between the Cause = a reason or motive - the WHY Effect = the results or outcomes - the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p>	<p>communicate</p> <p>construct</p> <p>create</p> <p>differentiate</p> <p>locate</p> <p>obtain</p> <p>organize</p> <p>read</p> <p>use</p>	<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain requires the application of prior knowledge.</p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 5th Grade Standards include “explain” in 19 of the 36 Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <i>Evaluating Viewpoints in United States History</i>. Critical Thinking Books and Software, 1990.</small></p>

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Fifth Grade Scope & Sequence - Regions and People of North America

The fifth grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about United States history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Fifth Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 3-5

A. Construct time lines to demonstrate an understanding of units of time and **chronological order**.

B. Describe the cultural patterns that are evident in North America today as a result of **exploration, colonization** and conflict.

Suggested ESC Units & Pacing Guide

(The *italicized number* at the end of each Indicator aligns to the corresponding unit. See pages 5th – 19.

Grade-Level Indicators

Chronology

1. Create **time lines** and identify possible relationships between events. (*Units: 3, 4, 5, 6, 7, 8, 9*)

Settlement

2. Explain how American Indians settled the continent and why different nations of Indians **interacted with their environment** in different ways. (*Unit: 5*)

3. Explain why European countries explored and colonized North America. (*Unit: 3*)
(This is only to be a **very brief** historical overview.)

Note: What determines a “region” in the U.S.? Identify the geographic, economic, and cultural heritage attributes for each region.

Universal - Enduring Idea

There is an innate desire in humans to know and to be free. Apply this universal to every Indicator. The universal idea directly links to the daily use of the Problem Solving Process on page 5th – 17.

Vocabulary/Strategies

1. Create a chronological, ongoing basic timeline throughout the standards, such as political + historical events, inventions, culture, regional people.

1. Suggested Vocabulary: Introduce **multiple-tier time lines**, indicating simultaneous events in various regions through different historical eras.

2. The white hunters sought buffalo hides for Easterners (**cause**), but they also destroyed the Plains Indians way of life (**effect**). Other explanation such as environmental changes or warfare may also have destroyed their way of life.

2. Explain = cause/effect - Why did the Indians live the way that they did?

2-3. Suggested Vocabulary: historical narratives
Read selections with a colonial theme to fulfill the Language Arts standard for the author's perspective.

3. Explain = cause and effect

3. Apply to Study Skills Indicator: 9 – use the problem-solving steps to analyze why colonists came to America.

3. Apply to Study Skills Indicators: 1-3

Literature Connections:

Sign of the Beaver – Elizabeth G. Speare

Sing Down the Moon – Scott O'Dell

Thunder Rolling in the Mountains - Scott O'Dell

Resource:

Inspiration by Inspiration Software Inc. - Create specific graphic organizers for your own units <http://www.engagingminds.com/inspiration/>
<http://www.engagingminds.com/inspiration/>

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Fifth Grade — History Standard (continued)

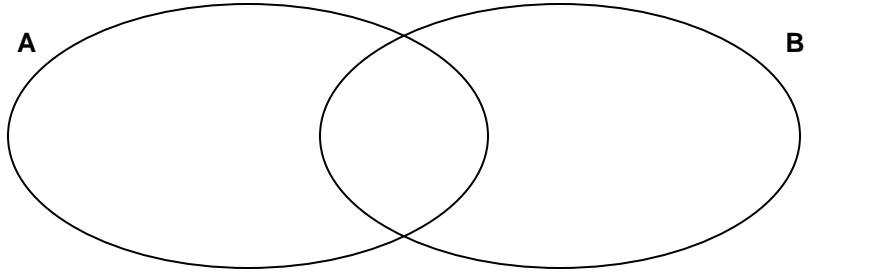
Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (continued)</p> <p>C. Explain how new developments led to the growth of the United States.</p> <p align="center">-----</p> <p>Note: Indicators 3 & 5 are intended to be very brief overviews for explorers, colonization, independence from Great Britain and immigration to the U.S. Each of these units is covered in-depth in either 7th or 8th grade.</p>	<p>Settlement – (continued)</p> <p>4. Describe the lasting effects of Spanish, French and English colonization in North America <u>including</u> cultural patterns evident <u>today</u> such as language, food, traditions and architecture. (Unit: 5, 6, 9)</p> <p>5. Explain how the United States became independent from Great Britain. (Unit: 3) (This is only to be a brief historical overview.)</p> <p>Growth</p> <p>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States. (Units: 6, 7, 8)</p> <p align="center">-----</p> <p>Note: Fifth Grade is the only place in the Standards for students to have a broad regional, economic, geographic, and cultural perspective of the United States. It is essential for students to apply these issues through a modern perspective, but they can compare the issues to snapshots of problems from previous American eras as they apply to a given region. For example, the experiences created by the institution of slavery are included in the Southeast region, but they apply directly to our cultural heritage of artistic expression, foods, etc. The Pacific West region could include economics through the Gold Rush Era, but it is directly applied to current lifestyles and the fundamental economic questions of: a) what to produce b) how to produce c) for whom to produce?</p>	<p>4. Such as: Cultural Fair, Recipe Booklet, Regional storytelling, Regional architecture (speaker, architect)</p> <p>4. Foreign Language high school students visit classrooms to share language & customs: French, Spanish</p> <p>4. culture: Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.</p> <p>4. <u>Suggested Vocabulary:</u> cultural contributions</p> <p>4. Apply to People in Societies Indicator: 1</p> <p>5. This <u>brief overview</u> of some major events in the war is <u>not</u> the in-depth study of the American Revolution required at 8th grade.</p> <p>6. For example, settlement patterns, growth of cities, approaches to economic livelihood, shifting from agricultural regions to industrial cities, and later transportation methods and routes that impacted expansion</p> <p>6. Design a “Now and Then” mural or bulletin board comparing past and present transportation and communication in a region. Venn Diagram, webbing</p> <p>6. Explain = the “effects” of expansion.</p> <p>Literature Connections:</p> <p>4. <u>Colonial Williamsburg Young Americans</u> - Joan Lowry Nixon</p> <p>6. <u>Lyddie</u> - Katharine Paterson; <u>We Were There, Too</u> - Phillip Hoose; <u>Across America on an Emigrant Train</u> - Jim Murphy <u>The Amazing Impossible Erie Canal</u> - Cheryl Harness <u>The Iron Dragon Never Sleeps</u> - Stephen Krensky <u>To Space and Back</u> - Sally Ride <u>Mr. Blue Jeans: The Story About Levi Strauss</u> - Maryann Weidt (link to the economic unit)</p> <p>Resource: Norton City Schools CD: <u>State by State: A History of America's 50</u> (CO0581) Reserve at 945-5600 or check our web site for other offerings: http://union.infohio.org/summit/</p>

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Fifth Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Compare practices and products of North American cultural groups.</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>	<p>Grade-Level Indicators</p> <p><u>Cultures</u></p> <p>1. Compare the cultural practices and products of diverse groups in North America <u>including</u>: (Units: 6, 7, 8, 9,)</p> <p>a. artistic expressions;</p> <p>b. religion;</p> <p>c. language;</p> <p>d. food;</p> <p>e. clothing;</p> <p>f. shelter.</p> <p><u>Interactions</u></p> <p>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system. (Unit: 5)</p> <p>3. Describe the experiences of African-Americans under the institution of slavery. (Unit: 5)</p>	<p>Vocabulary/Strategies</p> <p>1. <u>Suggested Vocabulary</u>: characteristics of N. A. cultural groups; contributions to American life; diversity, society</p> <p>1a. Incorporate art and music teachers to show crafts and music from diverse cultures; such as visit an art museum culture fairs to highlight differences in culture + ethnic groups;</p> <p>1a. Create multi-media presentations for ethnic groups or role-play ethnic groups, such as Irish immigrants in the 1850's</p> <p>1d. Develop a classroom recipe book using cultural recipes culminating in a "Melting Pot Lunch".</p> <p>2. See teaching suggestion for Indians on page 136.</p> <p>2. <u>Suggested Vocabulary</u>: culture</p> <p>3. This Indicator is NOT about the Civil War.</p> <p>3. Show the area of the world where the migration started and trace its direction to where it ended. From a variety of sources, students are to select an appropriate map to complete their research.</p> <p>3. <u>Suggested Vocabulary</u>: racial groups</p>
<div style="border: 2px solid black; padding: 10px;"> <p>Venn Diagram Both Name _____</p>  <p style="text-align: center;">The Big Idea is: (It is essential for students to complete this final conclusion from their diagram.)</p> </div>		
<p>Resources:</p> <p>1a-f. <u>The American Girl Collection</u> (historical base) <u>Dear America Series</u></p> <p>2. <u>Indian Chiefs</u> – Russell Freedman <u>Knots on a Counting Rope</u> - John Archambault</p> <p>3. Teacher Resource: <u>Lest We Forget</u> – Velma Maia Thomas</p> <p>Teacher Vocabulary: cultural groups – refers to a number of individuals sharing unique characteristics (such as race, ethnicity, national origin, and religion).</p>		

Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade — People in Societies Standard (continued)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>Interactions</u></p> <p>4. Describe the waves of immigrations to North America and the areas from which people came in each wave. <i>(Units: 3, 4)</i></p> <p>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival. <i>(Units: 4, 6)</i></p>	<p>Vocabulary/Strategies (continued)</p> <p>4-5. <u>Suggested Vocabulary</u>: migration; nationality(ies), minority groups</p> <p>4-5. Apply to History Indicator: 1</p> <p>Some people came voluntarily for reasons such as religious freedom and economic opportunity, while others came involuntarily as slaves or to escape prison terms.</p> <p>Ellis Island experiences: How did they make a living? What problems did they encounter? What rights did they exercise?</p> <p>Select previewed excerpts from the Disney video: <u>An American Tale</u> The film identifies reasons for leaving a country, problems encountered by new arrivals, becoming a citizen, etc.</p> <p>Report on family background to determine why they came to North America – supported by historical or family documents.</p> <p>Laminated maps work well for tracing the various groups’ routes.</p> <p>Using reference materials, students will write letters from the perspective of various immigrant groups.</p> <p>Activities: webbing, Venn Diagram, point of view stories</p> <p>Literature Connections: <u>Ellis Island</u> (Cornerstone to Freedom) – R. Conrad Stein <u>Esperanza Rising</u> – Pam Munoz Ryan <u>A Family Apart</u> – Joan Lowry Nixon <u>If Your Name Was Changed at Ellis Island</u> – Ellen Levine <u>Immigrant Kids</u> – Russell Freedman <u>Lily and Miss Liberty</u> – Carla Stevens <u>Molly’s Pilgrim</u> – Barbara Cohen <u>The Orphan of Ellis Island</u> – Elvira Woodruff</p> <p>Resources: <u>Kids Discover</u> magazine – specific issues <u>Cobblestone</u> magazine – specific issues Library selections for: Cesar Chavez, Rosa Parks, Pierre Trudeau</p>
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Block Venn Diagram: Compare & Contrast Name _____

A	Both	B

The Big Idea is: (It is **essential** for students to complete this final conclusion from their diagram.)

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Fifth Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Use map elements or coordinates to locate physical and human features of North America.</p> <p>B. Identify the physical and human characteristics of places and regions of North America.</p> <p align="center">- - - - -</p> <p>Note: What determines a <u>region</u> in the U.S.? See Geography Indicators 3 and 5.</p>	<p>Grade-Level Indicators</p> <p><u>Location</u></p> <ol style="list-style-type: none"> Use coordinates of latitude and longitude to determine the absolute location of point in North America. (<i>Unit: 1</i>) Use maps to identify the location of: (<i>Unit: 1</i>) <ol style="list-style-type: none"> the three largest countries of North America; the 50 states of the United States; the Rocky and Appalachian mountain systems; the Mississippi, Rio Grande and St. Lawrence rivers; the Great Lakes. <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America. (<i>Units: 5, 6, 7, 8, 9</i>) Explain how climate is influenced by: (<i>Unit: 5</i>) <ol style="list-style-type: none"> earth-sun relationships; landforms; vegetation. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America. (<i>Units: 1, 4, 7</i>) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> absolute location: The location of a point on the Earth's surface which can be expressed by a grid reference(such as latitude and longitude). <u>Suggested Vocabulary:</u> map coordinates (elements) For authentic application of latitude and longitude: http://www.learner.org/jnorth Select Grades 3-5 social studies and "Journey North" . Free instructional Web site. For example: Northeast, fishing, lumbering; Canadian Shield, Rocky Mountains, Great Lakes Apply to Study Skills Indicator: 8 <u>Suggested Vocabulary:</u> fertile soil, regions, climatic regions Implied Thinking Process: cause/effect 4c. For example: In what regions are certain crops grown due to climate? Apply: 5th Grade Earth & Space Indicators 1-3 <u>Suggested Vocabulary:</u> agriculture (al) Explain = cause and effect thematic map: a portrayal on a flat surface of geographic topic such as migration routes, resource locations, population densities. Draw major physical characteristics on a map. Then compare this map with a population map and draw conclusions or transparency maps with overlays. Explain = observe / compare / analyze Have students research regions and draw maps with keys showing types of regions based on: 1. climatic 2. political 3. physical and 4. economic data.
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade — Geography Standard (continued)

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Identify the physical and human characteristics of places and regions of North America. (continued)</p> <p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p>	<p><u>Places and Regions</u> - continued</p> <p>6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America <u>including</u>: (Units: 5, 7, 8)</p> <ul style="list-style-type: none"> a. forest; b. fertile soil; c. oil; d. coal; e. running water. <p>7. Analyze reasons for conflict and cooperation among regions of North America <u>including</u>: (Units: 4, 9)</p> <ul style="list-style-type: none"> a. trade; b. environmental issues; c. immigration. <p><u>Human Environmental Interaction</u></p> <p>8. Explain how the characteristics of different physical environments affect human activities in North America. (Units: 3, 4, 5, 6)</p> <p align="center">- - - - -</p> <p align="center">Apply: Universal - Enduring Idea</p> <p>There is an <u>innate desire in humans to know and to be free</u>. Use the Problem Solving Process on page 5th - 17 to show how humans have solved the issues of flooding or the lack of space in urban areas by changing the physical environment and the consequence of their decisions. (Florida - draining the water; Arizona - irrigation, etc.)</p>	<p>6. flow resource: a resource that is neither renewable nor nonrenewable, but must be used when or where it occurs such as running water (in a wheel), wind, or sunlight (solar).</p> <p>6. renewable: a natural resource that can be regenerated if used carefully such as fish, timber.</p> <p>6. nonrenewable: A finite natural resource that cannot be replaced once it is used such as petroleum, minerals.</p> <p>6. Some uses for flow energy: a. growing food b. generation of energy.</p> <p>7. Cooperation ex: tourism, money exchange w/Canada, sharing Great Lakes</p> <p>7a. NAFTA 7b. acid rain from US affecting Canada 7c. illegal immigration from Mexico, Cuba</p> <p>7. <u>Suggested Vocabulary</u>: international trade</p> <p>8. Agriculture: Florida = oranges; Idaho = potatoes; Maine = timber (forestry)</p> <p>8. Distribute maps showing the location of the N.F.L. or N.B.A., or major baseball teams. Have students suggest reasons for the location of the teams. Name cities and their closest water to show relationships.</p> <p>8. <u>Suggested Vocabulary</u>: tourism, vegetation</p> <p>8. For example: sports, farming</p> <p>8. Explain = cause and effect</p> <p>Resource: 6. http://nationalgeographic.com</p>

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Fifth Grade — Geography Standard (continued)

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. (continued)</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<p><u>Human Environmental Interaction</u> - continued</p> <p>9. Analyze the positive and negative consequences of human changes to the physical environment including:</p> <ul style="list-style-type: none"> a. Great Lakes navigation; (Units: 1, 8) b. highway systems; (Units: 6, 7, 8, 9) c. irrigation; (Units: 6, 9) d. mining; (Units: 6, 7, 8, 9) e. introduction of new species. (Units: 1, 8, 9) <p align="center">Note: See an example page 5th - 20.</p> <p><u>Movement</u></p> <p>10. Use or construct maps of colonization and exploration to explain European influence on North America. (Unit: 3)</p>	<p>9. Such as building, transportation facilities, mineral extractions, grazing, landforms, climate, resources. For example: Mogadore Reservoir, the building of railroads, over hunting the buffalo</p> <p>9a. pollution, dropping water level of the lakes Field trip to the William G. Mather steamship - Cleveland harbor area (216)574-6262</p> <p>9b. protection of wetlands, bogs, etc.</p> <p>9c. pollution, water table, Southwest irrigation</p> <p>9d. Appalachian Mts. - coal or California - gold</p> <p>9e. zebra mussels on Great Lakes ships</p> <p>9. Thinking Process and Skill: cause and effect</p> <p>10. Such as the Underground Railroad, Oregon Trail, Santa Fe Trail, Erie Canal, Lewis and Clark Expedition, Trail of Tears</p> <p>10. Explain = to see relationships = compare/analyze</p> <p>10. Apply to People in Societies Indicators: 4-5</p> <p>Resources: Select excerpts from SCESC VHS tapes: call 330-945-5600 or order at: http://union.infohio.org/summit/ United States Regions: Midwest (VO0380) United States Regions: Mountains United States Regions: Northeast United States Regions: Pacific United States Regions: Southeast United States Regions: Southwest (Series VO0857-61) <u>Sea to Shining Sea</u> 5 part Series (VO1930-1934) Nationalgeographic.com - source for maps</p> <p>Maps 101 by George Cram at 1-800-227-4199</p>

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Fifth Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> 1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery. (Unit: 6) 2. Explain that individuals in all economies must answer the fundamental economic questions of: (Units: 3, 4, 6, 7, 8, 9) <ol style="list-style-type: none"> a. what to produce; b. how to produce; c. for whom to produce. <p align="center">- - - - -</p> <p>Note: Problem Solving Process: Universal - Enduring Idea page 5th – 17.</p> <ol style="list-style-type: none"> 1. How can the problem of limited resources be solved in a fair way? Is rationing fairer than first-come-first served as a way to solve the problem of scarce resources? How do different regions solve the problem of scarce resource? (a. short growing season for crops b. power to maintain air conditioners during heat waves) 2. Entrepreneurs want to solve the problem of how to use their productive resources to their best advantage. (profit) How do the three fundamental economic questions help or hinder entrepreneurs in maximizing their profit and minimizing their losses? Use the problem solving process from the perspective of a business owner. 	<p>Vocabulary/Strategies</p> <p>1. rationing: an allotted amount of a good or service Examples: can only purchase 4 season tickets at the stadium or one Harry Potter book at a time. In Florida after hurricane Andrew, there was a shortage of wood to rebuild home and companies were rationed allotted amounts.</p> <p>1. <u>Suggested Vocabulary:</u> command economy vs. market economy, cost and benefits</p> <p>1. Allocation methods involve benefits & costs such as lining up at 3:00 a.m. (cost) in order to be the first to buy concert tickets at 8:00 a.m. (benefit)</p> <p>1. Native Americans shared the hunting grounds equally.</p> <p>1. Rationing limits the goods/services in predetermined amounts such as watering lawns during a drought or purchasing gasoline and meat during a war.</p> <p>1. Lottery distributes goods/services by chance: state lottery tickets or raffle tickets at football games.</p> <p>2. A large timber area: decide to produce wooden cabinets crafted with hand tools for people who desire original wood finished products.</p> <p>2. Explain = application</p> <p>2. <u>Suggested Vocabulary:</u> economy, customer service</p> <p>2. Apply Study Skills Indicator: 9 - the Problem Solving and Decision-Making process as an entrepreneur makes decisions about the three economic questions.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p>	<p>Grade-Level Indicators</p> <p><u>Production, Distribution and Consumption</u></p> <p>3. Explain how education, specialization, capital goods and the division of labor affect productive capacity. (Unit: 6)</p>	<p>Vocabulary/Strategies</p> <p>3. specialization: the concentration of production on fewer kinds of goods and services than are consumed.</p> <p>3. capital goods: a productive resource consisting of human-made materials needed to produce goods and services; capital goods include buildings, machinery, equipment and tools.</p> <p>3. division of labor: the separation of the total work required to produce a good or service into individual interrelated tasks. (This most frequently involves human resources: talents and skills of human beings that contribute to the production of goods and services.)</p> <p>3. productive capacity: the maximum output that an economy can produce without big increases in inflation.</p> <p>3. What does it take to produce that product? Goods and services are exchanged through buying, selling, and trading.</p> <p>3. <u>Voc.</u>: productive resources = natural and human resources, capital goods</p> <p>3. Explain = cause and effect</p> <p>Literature Connection: <u>Mr. Blue Jeans: A Story About Levi Strauss</u> – Maryann N. Weidt Nearly all the economic concepts for this unit can be taught through this biography. This provides students with a common experience for future economic discussions in each of the regions of North America.</p> <p>Resources: <u>Fishing for a Living</u> or <u>The Great Lakes</u> – Newbridge Read to Learn Social Studies at 1-800-929-6446</p> <p><u>Mission North America: An Economic Space Adventure Grade 5</u> – by EconomicsAmerica at John Carroll University 1-216-397-4384 (Originally written for the 6th Grade Proficiency Test but also aligns with the Standards.)</p> <p>http://marcopolo.worldcom.com for quality economic lessons</p>									
<p>Cause and Effect Graphic Organizer</p> <table border="1"> <thead> <tr> <th>Cause - Why?</th> <th>So</th> <th>Effect - What Happened?</th> </tr> </thead> <tbody> <tr> <td>Each laborer completed every assembly step, but it took too much time.</td> <td align="center">→</td> <td>Workers were assigned a specialized step and the product was produced faster.</td> </tr> <tr> <td>The necessary land resources (timber) didn't arrive.</td> <td align="center">→</td> <td>The productive capacity stopped.</td> </tr> </tbody> </table>		Cause - Why?	So	Effect - What Happened?	Each laborer completed every assembly step, but it took too much time.	→	Workers were assigned a specialized step and the product was produced faster.	The necessary land resources (timber) didn't arrive.	→	The productive capacity stopped.	
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<p>Explain = cause and effect (Cues: influenced / impacted by)</p> <table border="1"> <thead> <tr> <th>Cue Words for Cause:</th> <th>Cue Words for Effect:</th> </tr> </thead> <tbody> <tr> <td>caused due to brought about led to on account of resulted in</td> <td>as a result of outcome therefore thus so</td> </tr> </tbody> </table> <p>Apply the Study Skills Problem Solving Model pg. 5th - 17. Such as: - What caused the entrepreneur to implement an assembly line? - Why is a worker's education important to a company?</p>		Cue Words for Cause:	Cue Words for Effect:	caused due to brought about led to on account of resulted in	as a result of outcome therefore thus so						
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>	<p>Grade-Level Indicators</p> <p><u>Markets</u></p> <p>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available. (Units: 5, 7, 8, 9)</p> <p>5. Explain the general relationship between supply, demand and price in a competitive market. (Units: 6, 9)</p> <p>6. Explain why competition among producers / sellers results in: (Units: 6, 8)</p> <p>a. lower costs and prices;</p> <p>b. higher product quality;</p> <p>c. better customer service.</p> <p>7. Explain why competition among consumers / buyers results in higher product prices. (Units: 6, 9)</p> <p align="center">- - - - -</p> <p>Note: In order for students to master the economic concepts in Indicators 2-7, they must first have a strong understanding of <u>cause and effect relationships</u>. Each of these indicators require students to explain (link and support) their understandings and to go beyond reciting definitions and recognizing examples.</p>	<p>Vocabulary/Strategies</p> <p>4. Concepts: resource distribution, factors influencing a consumer’s decision, competitive markets, degree of competition, impact of competition</p> <p>4. Introduce: comparative advantage</p> <p>4. supply: the quantities of a good or service that producers are willing and able to provide at various prices during a given time period.</p> <p>4. demand: the quantities of a good or service that consumers are willing and able to buy at various prices during a given time period.</p> <p>4-5. Explain = compare / analyze</p> <p>5. Such as cost of raw materials, manufacturing expenses, etc.</p> <p>5. For example, students could write about situations that could result in an increase or decrease in the sale of hot dogs.</p> <p>5. <u>Suggested Vocabulary</u>: Law of Supply and Demand (at the novice level.) The Levi Strauss biography is an excellent resource for direct application of concepts for Indicators: 5-6.</p> <p>6. Such as reducing prices, improving quality, offering a variety of styles</p> <p>6. For example, scarcity makes something more valuable.</p> <p>6. Select an item such as a “school logo item – baseball hat”. How would the supply and demand affect the price in local markets? Another county? Another state?</p> <p>6-7. Explain = cause and effect (See the graphic organizer pg. 5th – 11)</p> <p>7. Apply to Study Skills Indicator: 8</p> <p>1-7. Invite a business person to speak on his/her economic roles.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</p> <p align="center">-----</p> <p>Notes: In each region have students identify the <u>essential characteristics of a democracy</u> through current problems and issues in a given region.</p> <p>Students locate & identify newspaper articles that reflect the citizens' rights being guaranteed. (a. people in a picket line to protest the closing of a factory; b. campaign ads for upcoming elections -issues.)</p> <p>Directly link these examples to Citizenship Indicator 3.</p>	<p>Grade-Level Indicators</p> <p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Explain major responsibilities of each of the three branches of the United States government: <i>(Units: 2, 8, 9)</i> <ol style="list-style-type: none"> a. the legislative branch, headed by Congress, passes laws; b. the executive branch, headed by the president, carries out and enforces the laws made by Congress; c. the judicial branch, headed by the Supreme Court, interprets and applies the law. 2. Explain the essential characteristics of American democracy including: <i>(Units: 2, 5)</i> <ol style="list-style-type: none"> a. the people are the source of the government's authority; b. all citizens have the right and responsibility to vote and influence the decisions of the government; c. the government is run directly by the people or through elected representatives; d. the powers of government are limited by law; e. basic rights of individuals are guaranteed by the Constitution. <p align="center">-----</p> <p>Note: See the application of the Problem Solving Process to government issues on page 5th - 17.</p>	<p>Vocabulary/Strategies</p> <p>1. <u>Suggested Vocabulary</u>: characteristics of American democracy, national = federal government, separation of powers; checks and balances; elections</p> <p>Literature Connections:</p> <p>1. Each Peter Barnes' book covers major functions for: <u>House Mouse, Senate Mouse</u> ISBN 0-9637688-4-0 <u>Marshall, the Courthouse Mouse</u> 0-9637688-6-7 <u>Woodrow the White House Mouse</u> 0-439-12952-4</p> <p>1-2. Explain = analyze and prioritize</p> <p>2. democracy: a system of government in which political control is exercised by all the people, either directly or through their elected representatives.</p> <p>2. responsibility: the conditions or tasks for which a person is accountable or answerable.</p> <p>2. <u>Suggested Vocabulary</u>: citizens / citizenship consent of the governed</p> <p>2e. <u>Suggested Vocabulary</u>: Bill of Rights (established the basic rights of individual citizens)</p> <p>2b. Constitution - the national document Have student locate newspaper articles demonstrating our basic rights. Simulate a scenario to determine if a citizen's rights have been violated.</p> <p>2. Apply to Citizenship Indicator: 3</p> <p>Literature Connection:</p> <p>1. <u>The Kid Who Ran for President</u> - Dan Gutman <u>Shhh! We're Writing the Constitution</u> - Jean Fritz</p> <p>Resource: Norton City Schools VHS tapes: call 330-945-5600 or use http://union.infohio.org/summit/ for 1. <u>Almost Painless Guide to the Branches of Government</u> (VO2096) It includes simulations and assessments - Excellent resource by AGC/Learning at 1-847-328-6700</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

<p>Ohio Benchmarks Grades 3-5</p> <p>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</p>	<p>Grade-Level Indicators</p> <p><u>Rules and Laws</u></p> <p>3. Explain the significance of the Declaration of Independence and the United States Constitution. <i>(Units: 2, 4)</i></p> <p>Note: Apply the Problem Solving Process to the Formation and Independence of the United States in a given historical context on page 5th – 17.</p> <p align="center">- - - - -</p> <p>Note: Resource: United Streaming Videos</p> <p>There are many video clips available to facilitate students listening for information at: http://www.unitedstreaming.com.</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>Vocabulary/Strategies</p> <p>3. Students are to analyze and evaluate the attributes that made these two documents important to U.S. government and history.</p> <p>3. <u>Suggested Vocabulary</u>: significant</p> <p>3. Explain = analyze and evaluate</p> <p>Resources: <u>We the People</u> Unit 1 Lesson 5 <u>We the People</u> Unit 3 Lesson 11-16</p> <p>Documents of Freedom Series by National Geographic: <u>The Declaration of Independence</u> <u>The Constitution</u> ISBN: 0-7922-4555-5</p> <p><u>1776</u> (musical video) - pre-select clips to avoid language issues <u>My Brother Sam is Dead</u> – Lincoln & Collier <u>Shh, We’re Writing the Constitution</u> - Jean Fritz</p> <p>This WebQuest requires students to develop their own “declaration of independence” and to model the essential characteristics of the Declaration of Independence. http://www.amaisd.org/ahscluster/webquest/webquest.htm</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Explain how citizens take part in civic life in order to promote the common good.</p> <p>B. Identify the rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>	<p><u>Participation</u></p> <p>1. Explain how an individual acquires United States citizenship: a. birth; (Unit: 4) b. naturalization.</p> <p><u>Rights and Responsibilities</u></p> <p>2. Explain the obligations of upholding the United States Constitution <u>including</u>: (Units: 2, 5) a. obeying laws; b. paying taxes; c. serving on juries; d. registering for selective service.</p> <p>3. Explain the significance of the rights that are protected by the First Amendment <u>including</u>: (Units: 2, 3, 4) a. freedom of religion; b. freedom of speech; c. freedom of the press; d. right of petition and assembly.</p>	<p>1. Apply to People In Societies Indicators: 4-5</p> <p>1. http://ellisland.com (A virtual tour)</p> <p>1-3. Explain = analyze and evaluate</p> <p>2c. <u>Suggested Vocabulary</u>: consensus</p> <p>2c. Juries are to reach a consensus for criminal/civil conflicts.</p> <p>3c. <u>Suggested Vocabulary</u>: press = media</p> <p>Resources:</p> <p>1. <u>Immigrant Kids</u> – Russell Friedman <u>Ellis Island</u> – R. Conrad Stein 3. <u>We the People</u> Unit 4 Lesson 17-21</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p> <p>B. Use a variety of sources to organize information and draw inferences.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will <u>continue to develop skills at successive grade levels with increasingly more difficult content</u>. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> Obtain information from a variety of print and electronic sources and analyze its reliability including: (Units: 2, 3, 4, 6, 7) <ol style="list-style-type: none"> accuracy of facts; credentials of the source. Locate information in a variety of sources using key words, related articles and cross-references. (Unit: 8) Differentiate between primary and secondary sources. (Units 2, 3, 4, 6, 9) <p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> Read information critically in order to identify: (Units: 2, 3, 4, 6, 7, 8) <ol style="list-style-type: none"> the author; the author’s perspective; the purpose. Compare points of agreement and disagreement among sources. (Units: 3, 4, 5, 7) Draw inferences from relevant information. (Units: 1, 5, 7, 8, 9) Organize key ideas by taking notes that paraphrase or summarize. (Units: 6, 7) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> See: PROP page 5th – 2 for accessing the reliability of evidence / source. <u>Suggested Voc.:</u> criteria for evaluating reliability of views, supporting evidence Apply to History Indicator: 3 Apply to History Indicators: 2-3 <p>Apply: Lang. Arts Reading Applications: Informational Indicator: 9. and Literary Text Indicator: 4</p> <ol style="list-style-type: none"> <u>Suggested Vocabulary:</u> viewpoints and their reliability <p>Literature Connections:</p> <p>4. <u>Children of the Wild West</u> - Russell Freedman <u>Sign of the Beaver</u> - Elizabeth Speare <u>Trouble River</u> - Rocco Nagri <u>Weasel</u> - Cynthia DeFelice</p> <ol style="list-style-type: none"> Apply: PROP page 5th – 2 <u>Suggested Vocabulary:</u> irrelevant information Lang. Arts Reading Process Indicator: 4 summarize the information in text, recognizing that there may be several important ideas rather than just one main idea and identifying details. <u>Suggested Voc.:</u> main idea, supporting facts
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Not necessarily one large unit, rather it should be the on-going process of obtaining information.

Norton City Schools Standards-Based Social Studies Course of Study 2005

Fifth Grade – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>C. Communicate social studies information using graphs or tables.</p> <p>D. Use problem-solving skills to make decisions individually and in groups.</p> <p align="center">- - - - -</p> <p>It is essential to apply the problem solving steps on a daily basis.</p>	<p>Grade-Level Indicators</p> <p><u>Communicating Information</u></p> <p>8. Communicate research findings using line graphs and tables. (Units: 5, 6, 9)</p> <p><u>Problem Solving</u></p> <p>9. Use a problem-solving / decision-making process which <u>includes</u>: (Units: 1, 2, 3, 5, 6, 8, 9)</p> <ul style="list-style-type: none"> a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution. <p>Note: The problem solving sequence is a major emphasis on the Study Skills and Methods Standard at 5th grade.</p>	<p>Vocabulary/Strategies</p> <p>8. Apply: Geography Indicator 3 Apply: Economic Indicator 7</p> <p>9. Thinking Processes / Skills required for Study Skills and Methods Indicator: 9</p> <table border="1" data-bbox="1381 553 1879 649"> <tr> <td>- Compare</td> <td>- Prioritize</td> </tr> <tr> <td>- Differentiate</td> <td>- Evaluate</td> </tr> <tr> <td>- Analyze</td> <td></td> </tr> </table> <p>9. Students will need experience with how to <u>set criteria</u> for making judgments.</p> <p>9. The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free.</p> <p>As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, write books, change the land, etc.</p> <p>Introduce in Unit 1 as it applied to the problem of connecting the Great Lakes and the Atlantic Ocean - resulting in the St. Lawrence Seaway and the issue of mussels attached to the hauls of foreign ships.</p> <p>9. Apply to History Indicator: 2 Apply to People in Societies Indicator: 2</p> <p>Literature Connection: <u>Mr. Blue Jeans: A Story about Levi Strauss</u> is filled with problem-solving situations focused on economic and personal decision-making.</p>	- Compare	- Prioritize	- Differentiate	- Evaluate	- Analyze	
- Compare	- Prioritize							
- Differentiate	- Evaluate							
- Analyze								