

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

### 5<sup>th</sup> Grade: Regions and People of North America      ESC Suggested Pacing Guide

#### **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.

#### **Unit 1: An Introduction to Geography**

**7-10 Days**

**(End by Sept. 10)**

The opening unit is an introduction to selected Geography Indicators and an introduction to the Problem Solving Process applied to the Great Lakes. Additional Geography Indicators are covered in context of various regions of North America.      Patterns & Relationships

#### **Unit 2: Government**

**15+ Days**

**(End by October 3)**

The unit establishes the basic principles for the federal government indicators which continue to be reinforced in appropriate federal regional issues.

#### **Unit 3: Historical Issues**

**15+ Days**

**(End by October 31)**

These History Indicators are only **very brief** overviews for explorers, colonization, and independence from Great Britain. Each of these topics is covered in greater depth in either 7<sup>th</sup> or 8<sup>th</sup> grade as students complete a chronological history of the U.S. and the world.

#### **Unit 4: Northeast**

**20+ Days**

**(End by December 5)**

As the first region, students identify and apply geographic, cultural, and economic issues. A key component will be the immigration indicators.

#### **Unit 5: Southeast (Includes Mid-Atlantic States)**

**20+ Days**

**(End by the First Semester)**

Students identify, apply, and analyze geographic, cultural, and economic issues. Key components will be the issues of American Indians and slavery from People in Societies. These issues are snapshots back in time and will be covered in-depth in 8<sup>th</sup> Grade American History.

#### **Unit 6: Pacific West**

**25+ Days**

**(End by February 27)**

Students identify, apply, and analyze geographic and cultural issues. A key component will be the economic issues. Teachers are encouraged to use the option of the biography: Mr. Blue Jeans: A Story about Levi Strauss to make connections to the expansion and settlement of California and the growth of industries. The economic concepts are allotted 10-15 of the days in the unit.      Problem Solving - Patterns & Relationships

#### **Unit 7: Mountain States**

**10+ Days**

**(End by Mar. 31 - includes Achievement Test Days)**

Students identify, apply, and analyze geographic, cultural, and economic issues. Every 5<sup>th</sup> Grade Indicator will have been covered at least once prior to the 5<sup>th</sup> Grade Achievement Test in March. As time permits, significant individuals/events of the region could be included.

#### **Unit 8: Middle West**

**20+ Days**

**(End by April 30)**

Students identify, apply, and analyze geographic, cultural, and economic issues. Significant individuals/events of the region could be included.

#### **Unit 9: Southwest**

**20+ Days**

**(End by the Second Semester)**

The final unit in May includes significant individuals / events that pertain to the history of the Southwest States. It also can include Mexico, its government and cultural events such as Cinco de Mayo.      Problem Solving - Patterns & Relationships

**Unit 10: WebQuest** A culminating project with established criteria to determine "The Best Region In the Nation." (Take 5 days each from Units 8-9.)

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

**5<sup>th</sup> Grade Benchmarks (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Construct time lines to demonstrate an understanding of units of time and chronological order. (ID: 1)
- B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (ID: 2, 3, 4, 5)
- C. Explain how new developments led to the growth of the United States. (ID: 6)

**People In Societies**

- A. Compare practices and products of North American cultural groups. (ID:1)
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (ID: 2, 3, 4, 5)

**Geography**

- A. Use map elements or coordinates to locate physical and human features of North America. (ID: 1, 2)
- B. Identify the physical and human characteristics of places and regions in North America. (ID: 3, 4, 5, 6, 7)
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. (ID: 8, 9)
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity. (ID: 10)

**Economics**

- A. Explain the opportunity costs involved in the allocation of scarce productive resources. (ID: 1, 2)
- B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. (ID: 3)
- C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (ID: 4, 5, 6, 7)

**Government**

- A. Identify the responsibilities of the branches of the United States government and explain why they are necessary. (ID: 1, 2)
- 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. (ID: 3)

**Citizenship Rights & Responsibilities**

- A. Explain how citizens take part in civic life in order to promote the common good. (ID: 1)
- B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. (ID: 2, 3)

**Study Skills & Methods**

- A. Obtain information from a variety of primary and secondary sources using the component parts of the source. (ID: 1, 2, 3)
- B. Use a variety of sources to organize information and draw inferences. (ID: 4, 5, 6, 7)
- C. Communicate social studies information using graphs or tables. (ID: 8)
- D. Use problem-solving skills to make decisions individually and in groups. (ID: 9)

**Continually check your alignment between the Indicators and the Benchmarks.**

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

**5<sup>th</sup> Grade: An Introduction to Geography SCESC Unit 1**

**Classroom Days: 7-10**

**End by Sept. 10**

History	Geography	Economics	Study Skills and Methods
None	<p><u>Location</u> <b>A</b></p> <p>1. Use coordinates of <b>latitude</b> and <b>longitude</b> to determine the <b>absolute location</b> of point in North America.</p> <p>2. Use maps to identify the location of:</p> <p>a. the three largest countries of North America;</p> <p>b. the 50 states of the United States;</p> <p>c. the Rocky and Appalachian mountain systems;</p> <p>d. the Mississippi, Rio Grande and St. Lawrence rivers;</p> <p>e. the Great Lakes.</p> <p><u>Places and Regions</u> <b>B</b></p> <p>5. Explain, by identifying patterns on <b>thematic maps</b>, how physical &amp; human characteristics can be used to define regions in N. America.</p> <p><u>Human Environmental Interaction</u></p> <p>9. Analyze the positive and negative consequences of human changes to the physical environment <u>including</u>:</p> <p>a. Great Lakes navigation; e. introduction of new species.</p>	None	<p><u>Thinking &amp; Organizing</u> <b>B</b></p> <p>6. Draw inferences from <b>relevant</b> information.</p> <p align="center"><b>Big Idea</b></p> <p>As people face environmental and political problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people change the land, create dams, design buildings, etc.</p> <p><b>Introduce the Problem Solving Process through Indicator 9.</b></p> <p>Use the Great Lakes as they faced the challenge of creating:</p> <p>a. the St. Lawrence Seaway and</p> <p>e. the threat of zebra mussels introduced to the Great Lake from the hauls of foreign ships.</p> <p>What were the positive - negative consequences to the Great Lake by creating this water connection to the Atlantic Ocean?</p> <p><u>Problem Solving</u> <b>D</b></p> <p>9. Use the problem-solving / decision-making process which <u>includes</u>:</p> <p>a. identifying a problem;</p> <p>b. gathering information;</p> <p>c. listing and considering <b>options</b>;</p> <p>d. considering advantages and disadvantages of options;</p> <p>e. choosing and <b>implementing</b> a solution;</p> <p>f. developing <b>criteria for judging</b> its effectiveness;</p> <p>g. evaluating the effectiveness of the solution.</p>
<p><b>People in Societies</b></p> <p>None</p>		<p><b>Government</b></p> <p>None</p>	
<p><b>Note:</b> <b>Strategies &amp; Resources:</b> See pages 5<sup>th</sup> – 5 &amp; 9 for teaching ideas and materials.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals on page 5<sup>th</sup> - 19.</p>		<p><b>9. Applied the Problem Solving Process to the Great Lakes - Sample</b></p> <p>a. What is an effective way to connect the Great Lakes to the Atlantic?</p> <p>b. What geographic features could influence the connection?</p> <p>c. Develop a water connection <u>or</u> unload the ships and transport across land either by railroad or trucks.</p> <p>d. The waterway saves loading and unloading but costly to build the water connection - issue of freezing waterways in the winter. Railroads have a wider option for pathways but must load and reload</p> <p>e. The St. Lawrence Seaway was constructed.</p> <p>f. Is it cost efficient? Is it reliable? (develop other criteria)</p> <p>g. Unintended consequences: the zebra mussels adhered to the foreign ships and upset the ecology balance in the Great Lakes.</p> <p><b>Note:</b> Additional Geography Indicators are covered in context of various regions of North America.</p>	

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

**5<sup>th</sup> Grade: Government**

**SCESC Unit 2**

**Classroom Days: 15+**

**End by the end of October 3**

History	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
None	<p><u>Role of Government</u> <b>A</b></p> <p>1. Explain major responsibilities of each of the three branches of the United States government:</p> <p>a. the <b>legislative</b> branch, headed by <b>Congress</b>, passes <b>laws</b>;</p> <p>b. the <b>executive</b> branch, headed by the <b>president</b>, carries out and enforces the laws made by Congress;</p> <p>c. the <b>judicial</b> branch, headed by the <b>Supreme Court</b>, interprets and applies the law.</p>	<p><u>Rights and Responsibilities</u> <b>B</b></p> <p>2. Explain the <b>obligations</b> of upholding the United States Constitution <u>including</u>:</p> <p>a. obeying <b>laws</b>;</p> <p>b. paying <b>taxes</b>;</p> <p>c. serving on <b>juries</b>;</p> <p>d. registering for <b>selective service</b>.</p>	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain information from a variety of print and electronic sources and analyze its <b>reliability</b> <u>including</u>:</p> <p>a. accuracy of facts;</p> <p>b. <b>credentials of the source</b>.</p> <p>3. <b>Differentiate</b> between primary and secondary sources.</p>
<p><b>People in Societies</b></p> <p>None</p>	<p>2. Explain the <b>essential characteristics</b> of American <b>democracy</b> <u>including</u>:</p> <p>a. the people are the source of the government's authority;</p> <p>b. all <b>citizens</b> have the right and <b>responsibility</b> to vote and influence the decisions of the government;</p> <p>c. the government is run directly by the people or through elected <b>representatives</b>;</p> <p>d. the powers of government are limited by law;</p> <p>e. <b>basic rights</b> of individuals are guaranteed by the <b>Constitution</b>.</p>	<p><u>Rights and Responsibilities</u> <b>B</b></p> <p>3. Explain the significance of the rights that are protected by the <b>First Amendment</b> <u>including</u>:</p> <p>a. freedom of religion;</p> <p>b. freedom of speech;</p> <p>c. freedom of the <b>press</b>;</p> <p>d. <b>right of petition and assembly</b>.</p>	<p><u>Thinking &amp; Organizing</u> <b>B</b></p> <p>4. Read information critically in order to identify:</p> <p>a. the author;</p> <p>b. the <b>author's perspective</b>;</p> <p>c. the <b>purpose</b>.</p>
<p><b>Geog.</b></p> <p>None</p>	<p><u>Rules and Laws</u> <b>B</b></p> <p>3. Explain the significance of the Declaration of Independence and the U.S. Constitution.</p> <p><b>Note:</b> This unit establishes the basic responsibilities and characteristics for the federal government indicators.</p>	<p><b>Example: Apply Problem Solving to Government Responsibilities</b></p> <p>a. Who should run the gov't. and who has the responsibilities?</p> <p>b. What are the responsibilities? (defense, money, fairness, etc.)</p> <p>c. What are the options? (one person, groups, everyone, etc.)</p> <p>d. One person - can quickly make decisions but too much power. Groups - How many groups are necessary to determine the responsibilities? Everyone - Permits people to express ideas, but it take time to reach a conclusion. What percentage of the people must agree in order to have a final decision?</p>	<p><u>Problem Solving</u> <b>D</b></p> <p>9. Use a problem-solving / decision-making process which <u>includes</u>:</p> <p>a. identify a problem;</p> <p>b. gather information;</p> <p>c. list and consider <b>options</b>;</p> <p>d. consider advantages &amp; disadvantage of options;</p> <p>e. choose and <b>implement</b> a solution;</p> <p>f. develop criteria for judging effectiveness;</p> <p>g. evaluate the effectiveness of the solution.</p>
<p><b>Econ.</b></p> <p>None</p>	<p><b>Throughout the year</b>, students examine the role of the federal government in the various regions. For example, it might include any changes in the National Park system or federally funded construction within a region such as a dam, interstate highway, etc. The Internet can provide access to state/regional issues by regularly discussing newspaper articles from <a href="http://newslink.org/metnews.html">http://newslink.org/metnews.html</a>.</p>	<p>e. Select a check &amp; balance system of 3 branches with various roles.</p> <p>f. Establish criteria to determine if the 3 branches work effectively.</p> <p>g. Evaluate the results of having the 3 branches of government.</p>	<p><b>Note:</b> Continually align the Indicators to the Benchmark goals on page 5<sup>th</sup> – 19.</p>

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

**5<sup>th</sup> Grade: History**

**SCESC Unit 3**

**Classroom Days: 15+**

**End by October 31**

History	Geography	Government	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Settlement</u> <b>B</b> 3. Explain why European countries explored and colonized North America.</p> <p>5. Explain how the United States became independent from <b>Great Britain</b>.</p> <p><b>Note:</b> <b>Strategies &amp; Resources:</b> See pages 116-117 for teaching ideas and materials.</p>	<p><u>Human Environmental Interaction</u> <b>C</b> 8. Explain how the characteristics of different physical environments affect human activities in North America.</p> <p><u>Movement</u> <b>D</b> 10. Use or construct maps of colonization and exploration to explain European influence on North America.</p> <p align="center"><b>Economics</b></p> <p><u>Scarcity and Allocation of Resources</u> <b>A</b> 2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce</p>	<p>None</p> <p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Rights and Responsibilities</u> <b>B</b> 3. Explain the significance of the rights that are protected by the <b>First Amendment</b> including: a. freedom of religion; b. freedom of speech; c. freedom of the <b>press</b>; d. <b>right of petition and assembly</b>.</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain information from a variety of print and electronic sources and analyze its <b>reliability</b> including: a. accuracy of facts; b. <b>credentials of the source</b>.</p> <p>3. <b>Differentiate</b> between primary and secondary sources.</p> <p><u>Thinking &amp; Organizing</u> <b>B</b> 4. Read information critically in order to identify: a. the author; b. the <b>author's perspective</b>; c. the <b>purpose</b>.</p> <p>5. Compare points of agreement and disagreement among sources.</p> <p><u>Problem Solving</u> <b>D</b></p>
<p align="center"><b>People in Societies</b></p> <p><u>Interactions</u> <b>B</b> 4. Describe the <b>waves of immigrations</b> to North America and the areas from which people came in each wave.</p> <p><b>Note:</b> These historical eras are intended to be <b>very brief</b> overviews for explorers, colonization, &amp; independence from Great Britain. Each of these units is covered in- depth in either 7<sup>th</sup> or 8<sup>th</sup> grade as students complete a chronological history of the United States.</p>	<p>9. <b>Apply Problem Solving to the Formation and Independence of the U.S.</b> <b>Sample</b></p> <p>a. Colonists were angry with Parliament and the monarchy. b. Colonists viewed taxes as unfair - no direct voice in their government – a sense of self-determination and growing independence, etc. c. Write petitions to Parliament - king. Develop protests methods such as, refusal to pay the taxes, demonstrations, shoot government officials. d. Petitions can indicate the number of concerned colonists, but it may not be read or even lost. A refusal to pay taxes is serious, but it violates the law. Demonstrations show personal involvement, but the actual Parliament is too far away. Shooting an official is very observable and the government may pay attention, but it is breaking the law. e. The colonists wrote a Declaration of Independence to represent their concerns and indicated their decision for handling gov't. problems, etc. f-g. Develop a list of criteria to determine the success for failure of the colonists breaking away from England. Evaluate the results of the decision.</p>	<p>9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantage of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p> <p><b>Note: Strategies and Resources</b> See pages 5<sup>th</sup> – 3 &amp; 4 for teaching ideas and materials.</p>	

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

**5<sup>th</sup> Grade: Northeast**

**SCESC Unit 4**

**Classroom Days: 20+**

**End by December 5**

History	Geography	Government	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p>	<p><u>Places and Regions</u> <b>B</b> 5. Explain, by identifying patterns on <b>thematic maps</b>, how physical &amp; human characteristics can be used to define regions in N. A.</p>	<p><u>Rules and Laws</u> <b>B</b> 3. Explain the <b>significance</b> of the <b>Declaration of Independence</b> and the U. S. <b>Constitution</b>.</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain information from a variety of print and electronic sources and analyze its <b>reliability</b> including: a. accuracy of facts; b. <b>credentials of the source</b>.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Interactions</u> <b>B</b> 4. Describe the <b>waves of immigrations</b> to North America and the areas from which people came in each wave.</p> <p>5. Compare reasons for <b>immigration</b> to North America with the reality immigrants experienced upon arrival.</p>	<p>7. Analyze reasons for conflict and cooperation among regions of N. America including: a. trade; b. environmental issues; c. immigration.</p> <p><u>Human Environmental Interaction</u> <b>C</b> 8. Explain how the characteristics of different physical environments affect human activities in North America.</p>	<p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p><u>Participation</u> <b>A</b> 1. Explain how an individual acquires U.S. citizenship: a. birth; b. <b>naturalization</b>.</p> <p><u>Rights and Responsibilities</u> <b>B</b> 3. Explain the significance of the rights that are protected by the <b>First Amendment</b> including: a. freedom of religion; b. freedom of speech; c. freedom of the <b>press</b>; d. <b>right of petition and assembly</b>.</p>	<p>3. <b>Differentiate</b> between primary and secondary sources.</p> <p><u>Thinking &amp; Organizing</u> <b>B</b> 4. Read information critically in order to identify: a. the author; b. the <b>author's perspective</b>; c. the <b>purpose</b>.</p> <p>5. Compare points of agreement and disagreement among sources.</p>
<p><b>Notes:</b> This is a <b>modern regional approach</b> to the Northeast with a snapshot in time as early immigrants arrived to the east coast. What <u>pushed</u> these immigrants out of their homeland and/or what <u>pulled</u> them to the United States? Primary sources and point of view articles/documents can be integrated into the push/pull factors and experiences.</p> <p>Students will cover the immigrants in depth in 8<sup>th</sup> and 10<sup>th</sup> grades.</p>	<p align="center"><b>Economics</b></p> <p><u>Scarcity and Allocation of Resources</u> <b>A</b> 2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><b>Note:</b> Geography Indicator 5 is the key to developing students' understanding of: <b>What determines a "region" in the United States?</b> Geographic, economic and cultural heritages are common attributes for regions - identify these in each regional unit.</p>		<p><u>Problem Solving</u> <b>D</b> 9. Use a problem-solving / decision-making process which includes: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantage of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p>

History	Geography	Government	CR & R
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Settlement</u> <b>B</b> 2. Explain how American Indians settled the continent and why different nations of Indians <b>interacted with</b> their <b>environment</b> in different ways.</p> <p>4. Describe the lasting effects of Spanish, French and English colonization in N. A. <u>including</u> <b>cultural patterns</b> evident today such as language, food, traditions &amp; <b>architecture</b>.</p>	<p><u>Places and Regions</u> <b>B</b> 3. Describe and compare the <b>landforms, climates, population, culture</b> and <b>economic characteristics</b> of places &amp; regions in North America.</p> <p>4. Explain how climate is influenced by: a. earth-sun relationships; b. landforms; c. <b>vegetation</b>.</p> <p>6. Use distribution maps to describe the patterns of <b>renewable, nonrenewable &amp; flow resources</b> in N. A. <u>including</u>: a. forest; b. fertile soil; c. oil; d. coal; e. running water.</p> <p><u>Human Environmental Interactions</u> <b>C</b> 8. Explain how the characteristics of different physical environments affect human activities in North America.</p>	<p><u>Role of Government</u> <b>A</b> 2. Explain <b>essential characteristics</b> of American <b>democracy</b> <u>including</u>: a. the people are the source of the government's authority; b. all <b>citizens</b> have the right &amp; <b>responsibility</b> to vote and influence the decisions of the government.; c. the gov't. is run directly by the people or through elected <b>representatives</b>; d. the powers of gov't. are limited by law; e. <b>basic rights</b> of individuals are guaranteed by the <b>Constitution</b>.</p> <p><b>Notes:</b> Study the geographic impact of the Southeast region and its influence on daily lives and economic issues of goods and services.</p> <p>Then reconnect to the role of citizens and their government by using newspapers from the region to show citizens involvement in local and regional issues.</p> <p>As time permits, compare &amp; contrast the geographic, economic, and cultural aspects to the Northeast.</p>	<p><u>Rights and Responsibilities</u> <b>B</b> 2. Explain the <b>obligations</b> of upholding the United States Constitution <u>including</u>: a. obeying laws; b. paying <b>taxes</b>; c. serving on <b>juries</b>; d. registering for <b>selective service</b>.</p> <p><b>Study Skills and Methods</b></p> <p><u>Thinking and Organizing</u> <b>B</b> 5. Compare points of agreement and disagreement among sources.</p> <p>6. Draw inferences from <b>relevant</b> information.</p> <p><u>Communicating Information</u> <b>C</b> 8. Communicate research findings using line graphs and tables.</p> <p><u>Problem Solving</u> <b>D</b> 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantage of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p>
<p style="text-align: center;"><b>People in Societies</b></p> <p><u>Interactions</u> <b>B</b> 2. Compare life on <b>Indian reservations</b> today with the <b>cultural traditions</b> of American Indians before the reservation system.</p> <p>3. Describe the experiences of African-Americans under the <b>institution of slavery</b>.</p> <p><b>Notes:</b> This region includes the issues of American Indians and slavery from People in Societies. Apply the Problem Solving Process to problems faced by these groups.</p> <p>Consider the Seminole &amp; Cherokee Indians for compare and contrast of cultural traditions. The Iroquois could be added to represent the Northeast including their form of government.</p> <p>The Civil War, as it directly relates to slavery, is taught in 8<sup>th</sup> grade.</p>	<p style="text-align: center;"><b>Economics</b></p> <p><u>Markets</u> <b>C</b> 4. Explain how regions in N. A. become <b>interdependent</b> 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.</p>		

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

**5<sup>th</sup> Grade: The Pacific West**

**SCESC Unit 6**

**Classroom Day: 25+**

**End by February 13**

History	People in Societies	Geography	Economics	Citizenship Rights & Responsibilities
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Settlement</u> <b>B</b> 4. Describe the lasting effects of Spanish, French and English colonization in N. A. <u>including cultural patterns</u> evident today such as, language, food, traditions and <b>architecture</b>.</p> <p><u>Growth</u> <b>C</b> 6. Explain the impact of <b>settlement, industrialization</b> and transportation on the <b>expansion</b> of the U.S.</p>	<p><u>Culture</u> <b>A</b> 1. Compare the cultural practices and products of <b>diverse</b> groups in N. A. <u>including</u>: a. <b>artistic expressions</b>; b. religion; c. language; d. food; e. clothing; f. shelter.</p> <p><u>Interactions</u> <b>B</b> 4. Describe the <b>waves of immigrants</b> to N.A. &amp; the areas from which people came in each wave.</p> <p>5. Compare reasons for <b>immigration</b> to North America with the reality immigrants experienced upon arrival.</p>	<p><u>Places and Regions</u> <b>B</b> 3. Describe and compare the <b>landforms, climates, population, culture and economic characteristics</b> of places and regions in North America.</p> <p><u>Human Environmental Interactions</u> <b>C</b> 8. Explain how the characteristics of different physical environments affect human activities in N. A.</p> <p>9. Analyze the positive &amp; negative consequences of human changes to the physical environment <u>including</u>: b. highway systems; c. <b>irrigation</b>; d. <b>mining</b>.</p>	<p><u>Scarcity and Resource Allocation</u> <b>A</b> 1. Compare different <b>allocation methods</b> for scarce goods &amp; services such as <b>prices, command, first-come-first-served, sharing equally, rationing</b> and <b>lottery</b>.</p> <p>2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Production, Distribution &amp; Consumption</u> <b>B</b> 3. Explain how <b>education, specialization, capital goods</b> and the <b>division of labor</b> affect <b>productive capacity</b>.</p> <p><u>Markets</u> <b>C</b> 5. Explain the general <b>relationship between supply, demand &amp; price</b> in a <b>competitive market</b>.</p> <p>6. Explain why competition among producers / sellers results in: a. lower costs and prices; b. higher <b>product quality</b> and c. better <b>customer service</b>.</p> <p>7. Explain why competition among consumers / buyers results in higher product prices.</p> <p align="center"><b>Government</b></p> <p>None</p>	<p><u>Participation</u> 1. Explain how an individual acquires U.S. citizenship: a. birth b. <b>naturalization</b>.</p> <p align="center"><b>Study Skills and Methods</b></p> <p><u>Obtaining Information</u> <b>A</b> 1. Obtain information from a variety of print and electronic sources &amp; analyze its <b>reliability</b> <u>including</u>: a. accuracy of facts; b. <b>credentials of the source</b>.</p> <p>3. <b>Differentiate</b> between primary &amp; secondary sources.</p> <p><u>Thinking and Processing</u> <b>B</b> 4. Read information critically in order to identify: a. the author; b. the <b>author's perspective</b>; c. the <b>purpose</b>.</p> <p>7. Organize key ideas by taking notes that <b>paraphrase</b> or summarize.</p> <p><u>Communicating Information</u> <b>C</b> 8. Communicate research findings using line graphs and tables.</p> <p><u>Problem Solving</u> <b>D</b> 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantages of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p>
<p><b>Note:</b> The Economic Indicators will be a focus for this region. Teachers are encouraged to use the option of the biography: <u>Mr. Blue Jeans: A Story about Levi Strauss</u> to cover the economic concepts in connection to expansion and settlement of California and the growth of industries.</p>				

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

**5<sup>th</sup> Grade: Mountain States**

**SCESC Unit 7**

**Classroom Days: 10+**

**End by March 31**

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Growth</u> <b>C</b> 6. Explain the impact of <b>settlement, industrialization</b> and transportation on the <b>expansion</b> of the United States.</p>	<p><u>Places and Regions</u> <b>B</b> 3. Describe and compare the <b>landforms, climates, population, culture &amp; economic characteristics</b> of places and regions in North America.</p> <p>5. Explain, by identifying patterns on <b>thematic maps</b>, how physical &amp; human characteristics can be used to define regions in North America.</p> <p>6. Use distribution maps to describe the patterns of <b>renewable, nonrenewable</b> and <b>flow resources</b> in North America <u>including</u>: a. forest; b. fertile soil; c. oil; d. coal; e. running water.</p>	<p><u>Scarcity and Resource Allocation</u> <b>A</b> 2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Markets</u> <b>C</b> 4. Explain how regions in North America become <b>interdependent</b> 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.</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain information from a variety of print and electronic sources &amp; analyze its <b>reliability</b> <u>including</u>: a. accuracy of facts; b. <b>credentials of the source</b>.</p> <p><u>Thinking and Organizing</u> <b>B</b> 4. Read information critically in order to identify: a. the author; b. the <b>author's perspective</b>; c. the <b>purpose</b>.</p> <p>5. Compare points of agreement and disagreement among sources.</p> <p>6. Draw inferences from <b>relevant</b> information.</p> <p>7. Organize key ideas by taking notes that <b>paraphrase</b> or summarize.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Culture</u> <b>A</b> 1. Compare the cultural practices and products of <b>diverse</b> groups in North America <u>including</u>: a. <b>artistic expressions</b>; b. religion; c. language; d. food; e. clothing; f. shelter.</p> <p><b>Notes:</b> <b>What determines a “region” in the United States?</b> Identify the geographic, economic, and cultural heritage attributes for the Mountain States. How do these compare and contract to a previous region?</p> <p>This regional unit can include significant individuals and events that pertain to the history of the Mountain States.</p>	<p><u>Human Environmental Interaction</u> <b>C</b> 9. Analyze the positive &amp; negative consequences of human changes to the physical environment <u>including</u>: b. highway; d. <b>mining</b>.</p> <p><b>Note: Strategies &amp; Resources</b> See page 5<sup>th</sup> – 5 &amp; 6 for teaching suggestions and materials.</p>	<p align="center"><b>Government</b></p> <p>None</p> <p align="center"><b>Citizenship Rights and Responsibilities</b></p> <p>None</p>	<p><b>Note:</b> Continually align the Indicators to the Benchmark goals on page 5<sup>th</sup> – 19.</p>

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

**5<sup>th</sup> Grade: The Middle West**

**SCESC Unit 8**

**Classroom Days: 20+**

**End by April 30**

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Growth</u> <b>C</b> 6. Explain the impact of <b>settlement, industrialization</b> and transportation on the <b>expansion</b> of the United States.</p>	<p><u>Places and Regions</u> <b>B</b> 3. Describe and compare the <b>landforms, climates, population, culture &amp; economic characteristics</b> of places and regions in North America.</p> <p>6. Use distribution maps to describe the patterns of <b>renewable, nonrenewable</b> and <b>flow resources</b> in N. A. <u>including</u>: a. forest; b. fertile soil; c. oil; d. coal; e. running water.</p>	<p><u>Scarcity and Resource Allocation</u> <b>A</b> 2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Markets</u> <b>C</b> 4. Explain how regions in N. A. become <b>interdependent</b> when they specialize in what they produce best and then trade with other regions inside and outside N. A. to increase the amount and variety of goods and services available.</p>	<p><u>Obtaining Information</u> <b>A</b> 2. Locate information in a variety of sources using key words, related articles and <b>cross-references</b>.</p> <p><u>Thinking and Organizing</u> <b>B</b> 4. Read information critically in order to identify: a. the author; b. the <b>author's perspective</b>; c. the <b>purpose</b>.</p> <p>6. Draw inferences from <b>relevant</b> information.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Culture</u> <b>A</b> 1. Compare the cultural practices and products of <b>diverse</b> groups in North America <u>including</u>: a. <b>artistic expressions</b>; b. religion; c. language; d. food; e. clothing; f. shelter.</p> <p><b>Note:</b> <b>What determines a “region” in the United States?</b> Identify the geographic, economic, and cultural heritage attributes for the Middle West states. How do these compare and contrast to Ohio as a part of this region?</p>	<p><u>Human Environmental Interaction</u> <b>C</b> 9. Analyze the positive &amp; negative consequences of human changes to the physical environment <u>including</u>: a. Great Lakes <b>navigation</b>; b. highway; d. <b>mining</b>; e. introduction of new species.</p>	<p>6. Explain why competition among producers / sellers results in: a. lower costs &amp; prices; b. higher product quality and c. better customer service.</p> <p align="center"><b>Government Citizenship R &amp; R</b></p> <p><b>Optional:</b> Students compare and contrast Canadian government and citizenship rights to the U.S. government and its Constitution. (Government Indicator 2.)</p> <p>Students need the reinforcement of the Government and Citizenship Indicators.</p>	<p><u>Problem Solving</u> <b>D</b> 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantages of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p> <p><b>Note:</b> Continually check your alignment between the Indicators and the Benchmarks page 5<sup>th</sup> – 19.</p>

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

**5<sup>th</sup> Grade: Southwest States**

**SCESC Unit 9**

**Classroom Days: 20+**

**Ends the Second Semester**

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Create <b>time lines</b> and identify possible relationships between events.</p> <p><u>Growth</u> <b>B</b> 4. Describe the lasting effects of Spanish, French and English colonization in North America <u>including cultural patterns</u> evident today such as language, food, traditions and <b>architecture</b>.</p>	<p><u>Places and Regions</u> <b>B</b> 3. Describe and compare the <b>landforms, climates, population, culture &amp; economic characteristics</b> of places and regions in North America.</p> <p>7. Analyze reasons for conflict and cooperation among regions of N. A. <u>including</u>: a. trade; b. environmental issues; c. immigration.</p>	<p><u>Scarcity - Resource Allocation</u> <b>A</b> 2. Explain that individuals in all economies must answer the fundamental <b>economic questions</b> of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Markets</u> <b>C</b> 4. Explain how regions in N. A. become <b>interdependent</b> when they specialize in what they produce best and then trade with other regions inside and outside N. A. to increase the amount and variety of goods and services available. (A Mexican focus for economic interdependence)</p> <p>5. Explain the general <b>relationship between supply, demand and price</b> in a <b>competitive market</b>.</p> <p>7. Explain why competition among consumers / buyers results in higher product prices.</p>	<p><u>Thinking and Organizing</u> <b>A</b> 3. <b>Differentiate</b> between primary &amp; secondary sources.</p> <p>6. Draw inferences from <b>relevant</b> information.</p> <p><u>Communicating Information</u> <b>C</b> 8. Communicate research findings using line graphs and tables.</p> <p><u>Problem Solving</u> <b>D</b> 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider <b>options</b>; d. consider advantages &amp; disadvantages of options; e. choose and <b>implement</b> a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Cultures</u> <b>A</b> 1. Compare the cultural practices and products of <b>diverse</b> groups in N. Am.: a. <b>artistic expressions</b>; b. religion; c. language; d. food; e. clothing; f. shelter.</p> <p><b>Note:</b> This regional unit can include significant individuals and events that pertain to the history of the Southwest States. This region incorporates major cultural patterns from diverse groups as influenced by geography.</p>	<p><u>Human Environmental Interaction</u> <b>C</b> 9. Analyze the positive and negative consequences of human changes to the physical environment <u>including</u>: b. highway; c. irrigation; d. <b>mining</b>; e. introduction of new species.</p>	<p align="center"><b>Government</b></p> <p align="center"><b>Citizenship R &amp; R Optional:</b> Students compare and contrast Mexican gov't. and citizenship rights to the U.S. gov't. &amp; its Constitution. (Government Indicator 2.)</p> <p><b>Unit 10: WebQuest</b> A culminating project with established criteria to determine "The Best Region In the Nation." (Take 5 days each from Units 8-9.)</p>	