

Norton City Schools Standards-Based Social Studies Course of Study 2003

5th 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> A 1. Create time lines and identify possible relationships between events.</p> <p><u>Growth</u> C 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p>	<p><u>Places and Regions</u> B 3. Describe and compare the landforms, climates, population, culture & economic characteristics of places and regions in North America.</p> <p>6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources 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> A 2. Explain that individuals in all economies must answer the fundamental economic questions of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Markets</u> C 4. Explain how regions in N. A. become interdependent 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>6. Explain why competition among producers / sellers results in: a. lower costs & prices; b. higher product quality and c. better customer service.</p>	<p><u>Obtaining Information</u> A 2. Locate information in a variety of sources using key words, related articles and cross-references.</p> <p><u>Thinking and Organizing</u> B 4. Read information critically in order to identify: a. the author; b. the author's perspective; c. the purpose.</p> <p>6. Draw inferences from relevant information.</p>
<p>People in Societies</p>			
<p><u>Culture</u> A 1. Compare the cultural practices and products of diverse groups in North America <u>including</u>: a. artistic expressions; b. religion; c. language; d. food; e. clothing; f. shelter.</p>	<p><u>Human Environmental Interaction</u> C 9. Analyze the positive & negative consequences of human changes to the physical environment <u>including</u>: a. Great Lakes navigation; b. highway; d. mining; e. introduction of new species.</p>	<p>Government & Citizenship Rights & Responsibilities</p>	<p><u>Problem Solving</u> D 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider options; d. consider advantages & disadvantages of options; e. choose and implement a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p>
<p>What determines a "region" in the United States? Identify the geographic, economic, and cultural heritage attributes for the Middle West states. How do these compare and contract to Ohio as a part of this region?</p>		<p>Optional: Students compare and contrast Canadian government and citizenship rights to the U.S. government and it's Constitution.</p> <p align="center">Students need the reinforcement of the Government and Citizenship Indicators.</p>	<p align="center">Continually check your alignment between the Indicators and the Benchmarks page 132.</p>

Norton City Schools Standards-Based Social Studies Course of Study 2003

5th Grade: Southwest States

SCESC Unit 9

Classroom Days: 20+

Ends the Second Semester

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> A 1. Create time lines and identify possible relationships between events.</p> <p><u>Growth</u> B 4. Describe the lasting effects of Spanish, French and English colonization in North America <u>including</u> cultural patterns evident today such as language, food, traditions and architecture.</p> <hr/> <p align="center">People in Societies</p> <hr/> <p><u>Cultures</u> A 1. Compare the cultural practices and products of diverse groups in North America <u>including</u>: a. artistic expressions; b. religion; c. language; d. food; e. clothing; f. shelter.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Note: 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> </div>	<p><u>Places and Regions</u> B 3. Describe and compare the landforms, climates, population, culture & economic characteristics 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>Human Environmental Interaction</u> C 9. Analyze the positive and negative consequences of human changes to the physical environment <u>including</u>: b. highway; c. irrigation; d. mining; e. introduction of new species.</p>	<p><u>Scarcity - Resource Allocation</u> A 2. Explain that individuals in all economies must answer the fundamental economic questions of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p><u>Markets</u> C 4. Explain how regions in N. A. become interdependent 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 relationship between supply, demand and price in a competitive market.</p> <p>7. Explain why competition among consumers / buyers results in higher product prices.</p> <hr/> <p align="center">Government Citizenship R & R</p> <p>Optional: Students compare and contrast Mexican gov't. and citizenship rights to the U.S. gov't. & its Constitution.</p> <hr/> <p>Unit 10: WebQuest</p> <p>A culminating project with established criteria to determine "The Best Region In the Nation." (Take 5 days each from Units 8-9.)</p>	<p><u>Thinking and Organizing</u> A 3. Differentiate between primary & secondary sources.</p> <p>6. Draw inferences from relevant information.</p> <p><u>Communicating Information</u> C 8. Communicate research findings using line graphs and tables.</p> <p><u>Problem Solving</u> D 9. Use a problem-solving / decision-making process which <u>includes</u>: a. identify a problem; b. gather information; c. list and consider options; d. consider advantages & disadvantages of options; e. choose and implement a solution; f. develop criteria for judging effectiveness; g. evaluate the effectiveness of the solution.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Strategies & Resources: See pages 118 & 123-125 for teaching ideas and materials.</p> </div>