

SY26-27 Regions and People of the Western Hemisphere

5	History	Geography	Government	Economics	Resources	Assessments	STANDARDS FOR READING/Writing
Q1		<u>Spatial Thinking & Skills</u> GE.4 Geographic tools/information GE.5 Latitude/ longitude & climate <u>Places & Regions</u> GE.6 Regional characteristics <u>Human Systems</u> GE.7 Physical environment/human influence GE.9 Factors influence movement GE.10 Diversity of Western Hem	<u>Civic Participation & Skills</u> GO.11 Understanding public issues	<u>Economic Decision Making/Skill</u> EC.13 Use of circle graphs for data	District Adopted Qtr 1 SW U1: Geography - Studies Weekly #1-11 - TCI Lesson: 14, 15; Tools of Geography Additional Resources BrainPop- Latitude/Longitude, Map Skills	Qtr1 SW U1: Regions of the Western Hemisphere: Geography (CS 4-7, 9-10, 11, 13) IllumEd # 140894 - SW Unit 1 Geography Assessment	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.5.7 Conduct short research projects using several sources to build knowledge about a topic RI.5.1- Quote accurately from text RI.5.4- Determine meaning of academic and content specific words RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent. RI.5.10 Read/comprehend grade level informational text SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Q2	<u>Early Civilizations</u> HI.1 Arrange events by B.C and A.D or B.C.E and C.E HI. 2 Early Indian civilizations	<u>Human Systems</u> GE.7 Physical environment/human influence GE.8 American Indians	<u>Civic Participation & Skills</u> GO.11 Understanding public issues <u>Roles of Gov't Systems</u> GO.12 Relationship power of types types of governments	<u>Economic Decision Making/Skill</u> EC.13 Use of circle graphs for data	District Adopted SW Unit 2 Life in the Americas Qtr 2A SW U2: Early Civilization Studies Weekly # 12-14, 17 - TCI L 23-28 - Wonders U3 W5 Qtr 2B SW U2: Native Tribes of North America - Studies Weekly # 15-16, 17 - TCI L1-3 Additional Resources: BrainPopJr- Mayan Civilization BrainPop - Incan Civilization , Mayan Civilization , Aztec Civilization	Qtr 2A SW U2: Early Civilization Maya, Inca, Aztec (CS 2) - IllumEd # 66304 - SW Unit 2 Weekly Assessments Qtr 2B SW U2: Native Tribes of North America (CS 8) - IllumEd # 66777 - SW Unit 2 Weekly Assessments Final Assessment: - SW Unit 2 Life in the Americas/Early Civilizations	
Q3	<u>Early Civilizations</u> HI.1 Arrange events by B.C and A.D or B.C.E and C.E HI.3 European Exploration had lasting effects	<u>Spatial Thinking & Skills</u> GE.4 Geographic tools/information <u>Human Systems</u> GE.9 Factors influence		<u>Economic Decision Making/Skill</u> EC.13 Use of circle graphs for data	District Adopted Qtr 3A: SW Unit 3 European Exploration/Colonization Studies Weekly Unit 3	Qtr 3A SW U3: European Colonization & Cultural Diversity (CS 3,9,10) - IllumEd # 40416 - SW Unit 3 Weekly	

		movement			#18-21 • TCI L4-7 Qtr 3B: SW Unit 4 Economics • Studies Weekly # 22-26	Assessments • SW Unit 3 European Exploration/Colonization Assmt Qtr 3B SW U4: Economics-Scarcity Production Consumption (CS 13-18) • IllumED # 40268 • SW Unit 4 weekly Assmts	
Q4	Early Civilizations HI.1 Arrange events by B.C and A.D or B.C.E and C.E		Civic Participation & Skills GO.11 Understanding public issues	Economic Decision Making/Skill EC.13 Use of circle graphs for data EC.14 Choices/consequences Scarcity EC.15 Resource availability Production & Consumption EC.16 Resources & labor Markets EC.17 Interdependence EC.18 Career research (Everfi- Future Goals: Math & Science)	District Adopted Qtr 4A: SW Unit 4 Economics • Studies Weekly # 27-29 • Wonders U2 W1-2 Qtr 4B: SW Unit 5 Financial Literacy • Studies Weekly #30-32	Qtr 4A SW U4: Economics-Scarcity Production Consumption (CS 13-18) • IllumED # 40268 • SW Unit 4 weekly Assmts • SW Unit 4 Economics Assmt Qtr 4B SW U5: Financial Literacy • SW Unit 5 weekly Assmts • SW Unit 5 Financial Literacy Assmt	

QUARTER 1

5.GO.11- Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Content Standard 5.GO.11- Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information. <i>The student can:</i> ■ Use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue. ■ Define and give examples of public issues. ■ Identify and organize main ideas and supporting details. ■ Organize collected information in an appropriate format. ■ Use almanacs, maps, trade books, periodicals, newspapers, photographs, and digital resources to gather information. ■ Use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue. ■ Use word processing or presentation software and multimedia resources to present to others. ■ Interpret information from various sources. <i>Essential Understanding:</i> Using sources to locate, investigate, organize, and communicate a public issue <i>Extended Understanding:</i> Different perspectives in public issues	Vocabulary ● public issues ● main idea ● supporting details ● sources of information	Reading/Writing/Speaking Connection
Sample Questions/Performance Task ■ Which source would be appropriate for reaching the following information:_____ ? ■ What is a public issue? ■ Research opposing points of view on a public issue. Create a PowerPoint presentation to present to the class showing both sides of the issue. Use text evidence. ■ Read a newspaper article. Identify the main idea and supporting details based on the article.	(Prior Grade Standard) 4.GO.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise. (Future Grade Standard) 6.GO.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility	
District Adopted Materials: Studies Weekly 21 TCI Lesson 9	Additional Resources:	
Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources ■ Students gain experience with using a variety of sources to conduct research through the examination of a public issue. Students should use almanacs, maps, trade books, periodicals, newspapers, photographs and digital resources to gather information.		

- As students interpret information from various sources, they can practice identifying and organizing main ideas and supporting details. Students can organize collected information in an appropriate format (e.g., tables, graphs, line/bar graphs, charts, or digital images) and use word processing or presentation software and multimedia resources to present to others.
- Students can be assigned to research and present opposing points of view on a public issue, using technology to present to the class and demonstrating their findings graphically. – Instructional Resources Kids’ Zone - <http://nces.ed.gov/nceskids/createagraph/>
- The site includes a graphing tutorial for five different graphs and charts.
- Connections - Connect public issues to Economics Content Statement 14 regarding the present and future consequences of decisions

5.GO.12 - Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.		
Content Standard	Vocabulary	Reading/Writing/Speaking Connection
5.GO.12 - Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens. The student can: ■ Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy. ■ Define dictatorship. ■ Define monarchy. ■ Define democracy. ■ Explain unlimited power. ■ Explain limited power. ■ Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy. ■ Compare the relationship between those in power and individual citizens in democracy,a dictatorship and a monarchy. Essential Understanding: Relationship between those in power and individual citizens Government structures Extended Understanding: Characteristics of government overlap	● explain ● relationship ● structured ● limited power ● unlimited power ● democracy ● monarchy ● dictatorship ● individual rights	

Sample Questions/Performance Task ■ Who has the supreme power in a democracy? How is this different than a dictatorship? ■ Describe key characteristics of democracies, monarchies, and dictatorships. ■ Under which form of government do you want to live: a democracy, monarchy, or dictatorship.Why? ■ How does the authority of the government affect the rights of citizens in each democracy, monarchies, and dictatorships? ■ Describe a government with limited power?	(Prior Grade Standard) 4.GO.18 The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment. (Future Grade Standard) 6.GO.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.
District Adopted Materials: Studies Weekly 19-20	

Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources	
■ Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies.Democracies, dictatorships and monarchies are three basic ways of describing the relationship that exists between those in power and citizens. ■ The focus of this content statement is on the relationship between those governing and those governed. In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. Monarchy is a government in which authority over the people is retained through a tradition of allegiance. ■ The terms democracy, dictatorship and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap. ■ Have students create a graphic organizer comparing government categories. Students should describe the relationship between those in power and citizens, and then provide examples of each type of government. ■ CIA’s World Factbook - www.cia.gov. Search for a world factbook to access information on world governments. ■ Use picture books to introduce democracy, dictatorship and monarchy (e.g., D is for Democracy by Elissa Grodin, Yertle the Turtle by Dr. Seuss).	

5.EC.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.		
Content Standard 5.EC.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. <i>The student can:</i> ■ Construct a circle graph that displays information on part-to-whole relationships of data. ■ Identify elements of a circle graph. ■ Interpret data on a circle graph. ■ Construct a circle graph that displays information on part to whole relationships of data. ■ Calculate percentages for a given set of data. ■ Calculate angles.	Vocabulary ● construct ● circle graph ● segments ● whole ● proportion	Reading/Writing/Speaking Connection

■ Gather information to create a circle graph. Essential Understanding: Construct a circle graph Extended Understanding: Identify relationships – Draw conclusions		
Sample Questions/Performance Task ■ Identify the parts of a circle graph (Title, Source, Section Label, and Percentages). ■ Brainstorm a list of topics that you could gather data on at school. Display the data using a circle graph. ■ Find circle graphs in news sources, such as newspapers, magazines, and websites. Bring in samples to share with class. Interpret the graphs and describe the information to the class.	(Prior Grade Standard) 4.EC.20 Tables and charts are organized in a variety of formats to help individuals understand information and issues. (Future Grade Standard) 4.EC.11 Economists compare data sets to draw conclusions about relationships among them.	
District Adopted Materials: Studies Weekly 13, 14 TCI Lesson 12 Into & Section 1		
Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources ■ In grade four, students learned to work with data displayed on tables and charts. Fifth-grade students learn to work with circle graphs. A circle graph shows how an entire segment of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole database. ■ For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports. ■ When introducing circle graphs, have students brainstorm a list of topics, possibly student favorites, to display (e.g., poll students in the class for their favorite ice cream flavors then ask them to create a circle graph that represents the preferences of the class). ■ Extend student learning by having students find circle graphs in news sources. Challenge students to interpret the graphs and describe the information to their classmates. ■ Instructional Resources National Council for Teachers of Mathematics - http://illuminations.nctm.org. For information on circle graphs,search for circle grapher. ■ Connections can be made to mathematics through the creation of circle graphs from data in fractions and percentages. ■ Connections can be made to the Technology Academic Content Standards, Technology and Information Literacy Standard, BenchmarkA, regarding distinguishing between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to topics).		

4.GE.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

Content Standard 4.GE.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States. The student can: Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications. Cite examples of ways humans have modified the environment in Ohio and theU.S. Define positive and negative consequences. Explain the consequences of the construction of farms, towns, transportation systems, and dams. Explain the consequences of fertilizers, herbicides, and pesticides. Explain the consequences of the destruction of wetlands and forests. Classify consequences as positive or negative. Explain how one act of environmental modification can have both positive and negative consequences. Develop a course of action to address environmental conditions. Essential Understanding: Consequences of human modification of environment Extended Understanding: Responsibility of citizens to use resources in a sustainable way	Vocabulary describe modification environment positive consequences negative consequences	Reading/Writing/Speaking Connection
Sample Questions/Performance Task Describing two positive and/or negative consequences of one of the following: 1.use of fertilizers, herbicides and/or pesticides; 2.clearing of wilderness for farms; 3.conversion of wetlands to other uses, such as construction of houses, highways or farms. Identify one way that humans have modified the environment of Ohio and the United States for their benefit. Then, explain one positive and one negative consequence of this modification. Forests are needed to make lumber. What is one positive consequence of cutting forests for lumber for people and the economy? What is one negative consequence of this action? The chart shows modifications of the environment. In the middle column, identify one positive and one negative consequence of each modification. In the right column, explain one action that could be taken to prevent the negative consequence of each modification.	(Prior Grade Standard) 3.GE.6: Evidence of human modification of the environment can be observed in the local community. (Future Grade Standard) 5.GE.7: The variety of physical environments within the Western Hemisphere influence human activities. Likewise, human activities also alter the physical environment.	
District Adopted Materials: Studies Weekly 15		
Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources Students at this level should be able to explain the consequences (both positive and negative) of human modifications to the environment in Ohio and the United States. Examples of modifications to the environment include: construction of farms, towns, transportation systems and dams; use of fertilizers, herbicides and pesticides; and destruction of wetlands and forests. As students look at the positive and negative consequences of these human modifications to the environment, they begin to understand the responsibility of individual citizens to use resources in ways that are sustainable to future generations, building on the concept of the common good begun in grade three. This content statement can be embedded in multiple units of instruction using an environmental theme. Students can construct a table or chart identifying various ways in which people have modified the environment of Ohio and the U.S. The charts could include positive and negative consequences associated		

with each modification.

4.GE.14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Content Standard

4.GE.14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

The student can:

- Explain how Ohio’s location and its transportation systems have influenced the movement of people, products and ideas.
- Describe the relative location of Ohio.
- Identify various means of transportation.
- Identify major water routes in or near Ohio that are important for national transportation.
- Describe the changes in Ohio’s transportation systems in the early 1800s.
- Explain that canals were replaced by railroads and highways.
- Describe how people, products, and ideas move from place to place.
- Discuss the significance of Ohio’s travel arteries (air, highway, rail, and driver).
- Identify Ohio products that are sold throughout the world.
- Use maps to show the movement of people, products, and ideas.

Essential Understanding:

Impact of Ohio’s location and transportation systems, past and present.

Extended Understanding:

Predict Ohio’s role in future decades of the 21st century

Vocabulary

- explain
- Location
- transportation
- products

Reading/Writing/Speaking Connection

Sample Questions/Performance Task

- A map of Ohio is shown. Label three bodies of water that are important to the transportation of goods.
- Why did railroads replace canals as a transportation system in Ohio?
- Lake Erie, the Ohio River, and the Mississippi River are labeled on the map of the U.S. What is the best way to transport a product from Steubenville, Ohio to Memphis, Tennessee using water routes?
- How did Ohio’s location make it a “gateway” to the West in the early 1800s?
- Ohio’s waterways, roads, railroads and highways have influenced the way people live in Ohio. Select one method of transportation and explain how it changed the way people live in Ohio.
- Identify two Ohio products or materials that are used by people around the world.

(Prior Grade Standard)

3.GE.7: Systems of transportation and communication move people, products and ideas from place to place.

(Future Grade Standard)

5.GE.9: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

District Adopted Materials:

Studies Weekly 19-20

TCI Lesson 19 Explore Global Trade in Ohio (only)

Additional Resources:

Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- At one time, Ohio was a gateway to the West. Ohio’s principal commercial artery was the Ohio River. During the 19th century, canals, railroads and roads were constructed to accommodate the needs of a westward-expanding nation.
- Ohio continues to function as a major transportation hub for the nation. Ohio’s extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas.
- Ohio is home to corporate offices for banks, insurance companies and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone.
- Students create a travel brochure promoting various transportation systems in Ohio. Sections of the brochure can focus on early roads, canals, railroads, highways and air travel. The brochure includes an illustration and information about each transportation system, such as how people use it, when it was first used and if it is still in use today.
- As a culminating activity, have students write an essay describing how transportation systems in Ohio continue to influence the movement of people, products and ideas in the United States, and the significance of Ohio’s location in the U.S.

4.GO.17 Laws can protect rights, provide benefits and assign responsibilities.		
Content Standard 4.GO.17 Laws can protect rights, provide benefits and assign responsibilities. <i>The student can:</i> ■ Explain how Ohio’s location and its transportation systems have influenced the movement of people, products and ideas. ■ Describe the relative location of Ohio. ■ Identify various means of transportation. ■ Identify major water routes in or near Ohio that are important for national transportation. ■ Describe the changes in Ohio’s transportation systems in the early 1800s. ■ Explain that canals were replaced by railroads and highways. ■ Describe how people, products, and ideas move from place to place. ■ Discuss the significance of Ohio’s travel arteries (air, highway, rail, and river). ■ Identify Ohio products that are sold throughout the world. ■ Use maps to show the movement of people, products, and ideas. <i>Essential Understanding:</i> Impact of Ohio’s location and transportation systems, past and present. <i>Extended Understanding:</i> Predict Ohio’s role in future decades of the 21st century	Vocabulary ● explain ● Location ● transportation ● products	Reading/Writing/Speaking Connection

Sample Questions/Performance Task ■ A map of Ohio is shown. Label three bodies of water that are important to the transportation of goods. ■ Why did railroads replace canals as a transportation system in Ohio? ■ Lake Erie, the Ohio River, and the Mississippi River are labeled on the map of the U.S. What is the best way to transport a product from Steubenville, Ohio to Memphis, Tennessee using water routes? ■ How did Ohio's location make it a "gateway" to the West in the early 1800s? ■ Ohio's waterways, roads, railroads and highways have influenced the way people live in Ohio. Select one method of transportation and explain how it changed the way people live in Ohio. ■ Identify two Ohio products or materials that are used by people around the world.	(Prior Grade Standard) 3.GE.7: Systems of transportation and communication move people, products and ideas from place to place. (Future Grade Standard) 5.GE.9: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.
District Adopted Materials: Studies Weekly 19-20 TCI Lesson 19 Explore Global Trade in Ohio (only)	
Instructional Strategies/Resources: Ohio Department of Education Model Curriculum Instructional Strategies and Resources ■ At one time, Ohio was a gateway to the West. Ohio's principal commercial artery was the Ohio River. During the 19th century, canals, railroads and roads were constructed to accommodate the needs of a westward-expanding nation. ■ Ohio continues to function as a major transportation hub for the nation. Ohio's extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas. ■ Ohio is home to corporate offices for banks, insurance companies and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone. ■ Students create a travel brochure promoting various transportation systems in Ohio. Sections of the brochure can focus on early roads, canals, railroads, highways and air travel. The brochure includes an illustration and information about each transportation system, such as how people use it, when it was first used and if it is still in use today. ■ As a culminating activity, have students write an essay describing how transportation systems in Ohio continue to influence the movement of people, products and ideas in the United States, and the significance of Ohio's location in the U.S.	

QUARTER 2