

# Grade 5

## Social Studies Curriculum

### Unit 1: Geography, Government, and Cultural Diversity in the Western Hemisphere

#### Enduring Understandings:

- The physical characteristics of the Western Hemisphere are very varied.
- The geographic characteristics of the Western Hemisphere affect where people choose to live, the way people earn a living, and their everyday life.
- Although the dominant form of government in the Western Hemisphere is some form of democracy, a variety of government systems exist side by side throughout the hemisphere.
- By sharing their customs, traditions, beliefs, ideas, and languages, different ethnic, national, and religious groups have contributed to the cultural diversity of nations and regions in the Western Hemisphere.
- The migration of groups of people in the Western Hemisphere has led to cultural diffusion as well as regional issues.

#### Essential Questions:

- How do the five themes of geography impact life in the Western Hemisphere?
- Does government impact the lives of all people the same way?
- How do cultural interactions affect the lives of people?

#### NYS Social Studies Framework:

**5.4. GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.**

- a. Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
- b. The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: North America (Canada and the United States) Mesoamerica (Mexico and Central America) Caribbean South America.
- c. The physical environment influences human population distribution, land use, and other forms of economic activity.

**5.5. COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.**

- a. The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.
- b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

**5.6. GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.**

- a. Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.
- b. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- c. Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.
- d. Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

**Vocabulary:**

Geography	Government	Cultural Diversity
adapt, border, climate, compass rose, degrees, Eastern Hemisphere, environment concerns/issues, geographic characteristics, grasslands, gulf, human/environment interactions, latitude/longitude, legend/ key, marsh, Mesoamerica, migration, immigration, mountain, natural environment, North America, Northern Hemisphere, pampas, physical map, political map, prime meridian, population density, province, rainforest, region, resources, scale, settlement, South America, Southern Hemisphere, tropics, tundra, vegetation, Western Hemisphere	amendment, branches of government, Canadian parliamentary democracy, capitol, citizen, citizenship, civic values, congress, constitution, constitutional monarchy, democracy, dictator dictatorship, government, human rights, justice, leader, majority rule, nation, Parliament, president, Prime Minister, republic, revolution, sovereignty, representative democracy, veto	culture, cultural diversity, cultural exchange, ethnic group, refugee, human rights, urban

**Knowledge and Skills:**

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Identify regions, landforms and major natural resources of the Western Hemisphere
- Understand how climate and vegetation in the Western Hemisphere impact population density
- Basic structure and function of representative and parliamentary forms of government
- How the three forms of government impact their citizens in the Western Hemisphere
- Concepts of culture and cultural diversity
- The struggles faced by an immigrant/refugee
- Reasons for refugees fleeing their native countries
- Read and interpret maps, charts, tables, and graphs
- Distinguish between relative and absolute location
- Analyze, synthesize, and compare and contrast data
- Read, analyze, and compare primary source documents
- Understand cause and effect relationships
- Analyze various documents to make inferences and draw conclusions
- Analyze, interpret, and apply information from a variety of resources. • Apply and respond to the essential questions of this unit
- Understand that the same historical event can be viewed from different perspectives
- Take notes to record and organize relevant ideas
- Use the internet as a research tool

## Unit 2: A New World Rising - Ancient Civilizations

### Enduring Understandings:

- Varying theories about how the earliest inhabitants of America arrived exist.
- Early inhabitants of the Americas adapted to environmental challenges in a variety of ways.
- The Aztecs, Incas and Mayas developed sophisticated cultures by using innovative technological solutions.

### Essential Questions:

- What makes civilizations similar yet unique?
- How did human migration and geography affect the development of the Western Hemisphere?

### NYS Social Studies Framework:

**5.1. EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.**

- a. Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.
- b. Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

**5.2. COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.**

- a. Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.
- b. Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
- c. Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

### Vocabulary:

artifact, Caribbean, caste-system, Chinampas, city-state, civilization, codex, creation myth, culture, environment, glyphs, hypothesis, irrigation, isthmus, land bridge, Mesoamerican, North America, Paleo American, Quipu, South America, technology, terracing

### Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Orally present characteristics of a civilizations
- Read and interpret map
- Understand the meaning of words in unit vocabulary
- Read a timeline and put events in correct chronological order
- Analyze a photograph or artifact to draw conclusions
- Conduct research and cite evidence

- Draw conclusions from maps and charts
- Integrate visuals and text

### Unit 3: European Exploration and Its Effects

#### Enduring Understandings:

- Europeans came to the Western Hemisphere for a variety of reasons and the impact of European exploration and settlement can be viewed through multiple perspectives.
- The interactions between Native Americans and Europeans can be viewed as a major turning point for the Western Hemisphere.

#### Essential Questions:

- Why did Europeans sail west?
- What impact did the Europeans have on the native people of Canada and South America?

#### NYS Social Studies Framework:

**5.3. EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.**

- a. Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.
- b. Europeans encountered and interacted with Native Americans in a variety of ways.
- c. The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.
- d. Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

#### Vocabulary:

conquistador, cultural diversity, cultural exchange, culture, demographics, encomienda, ethnic group, indigenous, Middle Passage, New World, Northwest Passage, polytheism, slavery

#### Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Explain the multiple causes and effects of Westward Expansion, ie. technology, land, natural resources, trade
- Analyze multiple perspectives
- Read and interpret maps
- Define unit vocabulary
- Conduct research
- Draw conclusions from maps and charts
- Respond to a prompt in writing

## Unit 4: Economics in the Western Hemisphere

### Enduring Understandings:

- Although a variety of economic systems can be found throughout the Western Hemisphere, all nations struggle to answer the three basic economic questions: (What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall these goods and services be produced?)

### Essential Questions:

- Do all people of the Western Hemisphere share the same needs and wants?
- Can different economic systems meet the needs and wants of different people?

### NYS Social Studies Framework:

**5.7. ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.**

- a. Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?
- b. Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

### Vocabulary:

scarcity, supply and demand, economic system, needs and wants, goods and services, specialization, technology, produce/production, command economy, market economy, traditional economy

### Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define unit vocabulary
- Decipher difference between wants and needs
- Analyze and explain data
- Participate in group discussion
- Complete graphic organizers
- Identify economic systems
- Participate in simulation
- Compare/contrast indigenous groups