

Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking</i> Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Pacing First Semester
Content Statement 1. <i>Multiple-tier timelines can be used to show relationships among events and places.</i> Learning Targets: <ul style="list-style-type: none"> I can create a multiple-tier timeline and analyze the relationships among events and places. 	Content Elaborations Multiple-tier timelines use two or more rows of events, with each row representing a different topic or perspective related to a specific time period (e.g., a timeline of events in the Western Hemisphere, with events in North America and South America shown on parallel tiers). Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order in grades PK-4. In grade five, students will use dates in the common era in preparation for the introduction of B.C.E. and C.E. in grade six.
Content Vocabulary <ul style="list-style-type: none"> multiple-tier timelines primary and secondary sources relationships chronological Common Era (BCE and CE) 	Academic Vocabulary <ul style="list-style-type: none"> locate research analyze interpret draw conclusions create
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use partially completed timelines to practice chronological order with students.
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>History</i>	
Topic <i>Early Civilizations</i> The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.	Pacing First Semester
Content Statement 2. <i>Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</i> Learning Targets: <ul style="list-style-type: none"> I can compare characteristics of early Indian civilizations (government, social structures, religions, technologies, and agricultural practices and products). 	Content Elaborations Students will study the basic characteristics of governments, cultures, technologies, and agricultural practices and products of four early civilizations in the Americas: the Inca, Maya, Aztec, and Mississippian. This content builds on student knowledge of mound builders from fourth-grade study of prehistoric and historic American Indians. Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival. Examples for characteristics of Mayan civilization include: <ul style="list-style-type: none"> Government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces. Social Structures – people participated in outdoor games. Religions – festivals honored Mayan gods. Technology – Mayans developed a number system and a calendar. Agriculture – farmers used a slash and burn method; maize was the most common crop.
Content Vocabulary <ul style="list-style-type: none"> Inca Maya Aztec Mississippian government social structures 	Academic Vocabulary <ul style="list-style-type: none"> compare contrast distinguish identify discuss

<ul style="list-style-type: none"> • religions • technologies • agricultural practices and products • Europeans 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use partially completed timelines to practice chronological order with students.

Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>History</i>	
Topic <i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	Pacing First Semester
Content Statement 3. <i>European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.</i> Learning Targets: <ul style="list-style-type: none"> I can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere. 	Content Elaborations Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products. Examples of the impact of European exploration and colonization include: <ul style="list-style-type: none"> Place names (e.g., La Paz, Costa Rica) Languages (e.g., English, Spanish, Portuguese, French) Religions (e.g., Catholicism, Protestantism) Agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture) Agricultural products (e.g., chickens, horses, apples, coffee, soybeans) Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses.
Content Vocabulary <ul style="list-style-type: none"> heritage exploration colonization cultural practices products Western Hemisphere 	Academic Vocabulary <ul style="list-style-type: none"> compare contrast analyze document create describe
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use partially completed timelines to practice chronological order with students.</p>
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Spatial Thinking and Skills</i> Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	Pacing First Semester
Content Statement 4. <i>Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include in maps.</i> Learning Targets: <ul style="list-style-type: none"> • I can use maps, globes, and geographic tools to gather, process, and report information about people, places, and environments. 	Content Elaborations Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. Students need to acquire skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images to communicate information from a spatial perspective). Fifth-grade students need to understand the basic properties of maps, globes, diagrams, and aerial and other photographs and have opportunities to practice using them. These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS) in later grades. The purpose for which the cartographer creates a map and how it is to be used influences the way cartographic information is presented.
Content Vocabulary <ul style="list-style-type: none"> • geographic data • maps • globes • geospatial technologies • cartographer • diagrams 	Academic Vocabulary <ul style="list-style-type: none"> • access • interpret • create • draw conclusion • inference • synthesize

Formative Assessments	Summative Assessments
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
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Content Statement 5. <i>Latitude and longitude can be used to make observations about location and generalizations about climate.</i> Learning Targets: <ul style="list-style-type: none"> I can use latitude and longitude to make observations about locations and generalizations about climate. 	Content Elaborations Locations on the earth’s surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate (e.g., location relative to the equator, bodies of water, mountains). This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six. <i>Longitude</i> describes a point’s position on Earth’s surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South Poles. <i>Latitude</i> describes a point’s position on Earth’s surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator. <i>Location</i> describes the point on Earth’s surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places. <i>Climate</i> describes long-term trends in weather elements and atmospheric conditions. As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes (e.g., equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, prime meridian).

Content Vocabulary <ul style="list-style-type: none"> • latitude • longitude • climate • location • prime meridian • meridian • equator • Arctic Circle • Antarctic Circle • North Pole • South Pole 	Academic Vocabulary <ul style="list-style-type: none"> • identify • observe • locate • generalize • research
Formative Assessments	Summative Assessments
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Places and Regions</i> A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	Pacing First Semester
Content Statement 6. <i>Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).</i> Learning Targets: <ul style="list-style-type: none"> I can identify and describe regions in the western hemisphere using various criteria (e.g., landform, climate, population, culture, economic). 	Content Elaborations <i>Regions</i> are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria. <i>Landform</i> refers to the shape, form, or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains). <i>Climate</i> includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall). <i>Population</i> includes data about the people who live in a selected area (e.g., population density, birth rates). <i>Culture</i> is the learned behavior of people, including belief systems and languages. <i>Economics</i> refers to the set of principles by which a society decides and organizes the ownership, allocation, and use of resources. Economic characteristics include natural resources, agricultural products, and levels of income.
Content Vocabulary <ul style="list-style-type: none"> landform climate population 	Academic Vocabulary <ul style="list-style-type: none"> identify describe research

<ul style="list-style-type: none"> • culture • economic 	
Formative Assessments	Summative Assessments
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i> Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	Pacing First Semester
Content Statement 7. <i>Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how variations among physical environments in the Western Hemisphere influence human activities and how humans have altered physical environments. 	Content Elaborations Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated. When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals. Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.
Content Vocabulary <ul style="list-style-type: none"> variations physical environments Western Hemisphere human activities influence altered consequences distribution 	Academic Vocabulary <ul style="list-style-type: none"> explain create predict compare and contrast describe

Formative Assessments	Summative Assessments
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Content Statement 8. <i>American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</i> Learning Targets: <ul style="list-style-type: none"> I can make generalizations about the cultural ways of life among American Indian cultural groups in North and South America. 	Content Elaborations The Indians of North and South America formed hundreds of tribes and nations with many different ways of life. Anthropologists classify tribes and nations into groups with strong geographic and cultural similarities. These classifications are referred to as cultural areas or cultural groups. Students in grade five are introduced to cultural groups and should be able to make generalizations about the way of life within and among cultural areas. Teachers may select tribes and nations for use as examples for students as they study the geographic and cultural similarities of each cultural group. The cultural groups of Canada and the United States are: <ol style="list-style-type: none"> The Arctic The Subarctic The Northeast, often called the Eastern Woodlands The Southeast The Plains The Northwest Coast California The Great Basin The Plateau The Southwest Those of Latin America are: <ol style="list-style-type: none"> Middle America

	<ol style="list-style-type: none"> 2. The Caribbean 3. The Andes 4. The Tropical Forest 5. The South American Marginal Regions
Content Vocabulary <ul style="list-style-type: none"> • culture • migration • diffusion • trait • Latin America 	Academic Vocabulary <ul style="list-style-type: none"> • create • research • presenting • organize information • generalize
Formative Assessments	Summative Assessments
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Content Statement 9. <i>Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere today.</i> Learning Targets: <ul style="list-style-type: none"> I can explain political, environmental, social, and economic factors that cause people, products, and ideas to move from place to place in the Western Hemisphere today. 	Content Elaborations People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons. <ul style="list-style-type: none"> Political factors include changes in political leadership, citizen rights, etc. Environmental factors include climate, natural disasters, etc. Social factors include discrimination, intolerance, religious freedom, etc. Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc. Fifth-grade students look at the political, environmental, social, and economic factors causing the movement of people, products, and ideas. Grade-six students build on this understanding to consider the impact of cultural diffusion in the Eastern Hemisphere.
Content Vocabulary <ul style="list-style-type: none"> political environmental social economic factors push and pull factor immigration migration diffusion 	Academic Vocabulary <ul style="list-style-type: none"> explain identify investigate

Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use partially completed timelines to practice chronological order with students.</p>

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Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i> Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	Pacing Second Semester
Content Statement <i>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian, and African influences and interactions, as evidenced by artistic expression, language, religion, and food.</i> Learning Targets: <ul style="list-style-type: none"> I can describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food. 	Content Elaborations Culture describes the learned behavior of a selected group, including their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines. Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among American Indian, European, Asian, and African people. Students understand this diversity through an examination of the languages, belief systems, artistic expressions, and food of various cultural groups in the Western Hemisphere.
Content Vocabulary <ul style="list-style-type: none"> culture cultural diversity artistic contributions interactions belief systems 	Academic Vocabulary <ul style="list-style-type: none"> describe express discuss examine determine influence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use partially completed timelines to practice chronological order with students.</p>
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Pacing Second Semester
Content Statement <i>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</i> Learning Targets: <ul style="list-style-type: none"> I can use multiple sources and appropriate communication tools to locate, investigate, organize, and communicate information on a public issue. 	Content Elaborations 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.
Content Vocabulary <ul style="list-style-type: none"> appropriate public issues civic participation negotiation compromise belief systems 	Academic Vocabulary <ul style="list-style-type: none"> collaboration locate investigate interpret display organize translate
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use partially completed timelines to practice chronological order with students.</p>
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Government</i>	
Topic <i>Roles and System of Government</i> The purpose of government in the United States is to establish order, protect the rights of individuals, and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	Pacing Second Semester
Content Statement 12. Democracies, dictatorships, and monarchies are categories for understanding the relationship between those in power or authority and citizens. Learning Targets: <ul style="list-style-type: none"> I can explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy. 	Content Elaborations 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.
Content Vocabulary <ul style="list-style-type: none"> dictatorship monarchy democracy citizen government criteria 	Academic Vocabulary <ul style="list-style-type: none"> explain compare and contrast identify create demonstrate
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	Pacing Second Semester
Content Statement <i>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</i> Learning Targets: <ul style="list-style-type: none"> • I can read, interpret, and construct circle graphs. • I can collect and organize economic evidence during graph construction. 	Content Elaborations 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.
Content Vocabulary <ul style="list-style-type: none"> • economics • consumer • producer • saver • investor • citizen 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • interpret • construct
Formative Assessments	Summative Assessments
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	Pacing Second Semester
Content Statement 14. The choices people make have both present and future consequences. Learning Targets: <ul style="list-style-type: none"> I can explain that the economic choices people make have both present and future consequences. 	Content Elaborations In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices have both present and future consequences. At the national level, a government may choose to build a road in an undeveloped area (present consequences would include improved transportation) but that choice also results in long-term consequences (future consequences would include maintenance costs). At the personal level, an individual may choose to spend more money on a fuel-efficient automobile now (present consequence is the higher price paid) with the expectation of saving money on gasoline costs in the future (saving money in the future).
Content Vocabulary <ul style="list-style-type: none"> economics consumer producer saver investor citizen consequences 	Academic Vocabulary <ul style="list-style-type: none"> analyze interpret construct explain
Formative Assessments	Summative Assessments

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Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use partially completed timelines to practice chronological order with students.

Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Scarcity</i> There are not enough resources to produce all the goods and services that people desire.	Pacing Second Semester
Content Statement 15. The availability of productive resources (i.e., human resources, capital goods, and natural resources) promotes specialization that leads to trade. Learning Targets: <ul style="list-style-type: none"> I can explain how the availability of productive resources in a specific region promotes specialization and results in trade. 	Content Elaborations The endowment and development of productive resources influences the production of goods and services in regions of the western hemisphere. Students should understand that specialization develops as a result of people using the productive resources available (e.g., fishing communities, tourist destinations, manufacturing), resulting in trade as people trade to obtain goods and services they want but do not or cannot produce. <i>Human resources</i> consist of the talents and skills of human beings that contribute to the production of goods and services. <i>Capital goods</i> consist of human-made materials needed to produce goods and services. Capital goods include buildings, machinery, equipment, and tools. <i>Natural resources</i> are productive resources supplied by nature (e.g., ores, trees, arable land). <i>Specialization</i> is the concentration of production on fewer kinds of goods and services than are consumed. Trade occurs when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost and this causes both production and consumption to increase.
Content Vocabulary <ul style="list-style-type: none"> human resources capital goods natural resources specialization 	Academic Vocabulary <ul style="list-style-type: none"> explain analyze identify

<ul style="list-style-type: none"> • trade • scarcity • goods and services 	
Formative Assessments	Summative Assessments
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Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Production and Consumption</i> Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	Pacing Second Semester
Content Statement 16. The availability of productive resources and the division of labor impact productive capacity. Learning Targets: <ul style="list-style-type: none"> I can explain how the availability of productive resources effects the division of labor and how they impact productive capacity. 	Content Elaborations In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. Fifth-grade students consider the influence of available productive resources and the division of labor on productive capacity. The productive resources (resources used to make goods and services) available and the division of labor (way work tasks are separated) influence the productive capacity (maximum output) of an economy. The productive capacity of a region is influenced by available resources. The climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity. A family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods, and human resources. Productive capacity also is influenced by the manner in which the work is divided during the production process.
Content Vocabulary <ul style="list-style-type: none"> production natural resources human resources consumption goods and services entrepreneurship labor capacity 	Academic Vocabulary <ul style="list-style-type: none"> explain determine demonstrate

<ul style="list-style-type: none"> capital resources 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use partially completed timelines to practice chronological order with students.</p>

Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.	Pacing Second Semester
Content Statement 17. <i>Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how specialization and trade lead to interdependency among countries of the Western Hemisphere (Americas). 	Content Elaborations Specialization occurs when people, regions, and countries concentrate their production on fewer kinds of goods or services than are consumed. Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production. Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves. When regions and countries trade, a greater variety of goods are available to consumers.
Content Vocabulary <ul style="list-style-type: none"> Western Hemisphere specialization interdependency trade market buyers sellers allocate goods and services scarcity interaction 	Academic Vocabulary <ul style="list-style-type: none"> explain create data
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use partially completed timelines to practice chronological order with students.

Grade Five Social Studies

Theme <i>Regions and People of the Western Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Pacing Second Semester
Content Statement 18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. Learning Targets: <ul style="list-style-type: none"> I can identify a career of personal interest and research the knowledge, skills, and experiences required to be successful. 	Content Elaborations An individual's interests, knowledge, and abilities can affect career and job choice. In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. In grade five, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers: <ul style="list-style-type: none"> Knowledge – degree, certification, license Skills – technical, entrepreneurial Experiences – entry-level jobs, internship, apprenticeship, life
Content Vocabulary <ul style="list-style-type: none"> financial literacy income career degree certification license technical entrepreneurial entry-level jobs internship apprenticeship life experiences occupation 	Academic Vocabulary <ul style="list-style-type: none"> draw conclusions identify research
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use partially completed timelines to practice chronological order with students.