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Unit: Scarcity
Essential Questions: How does access to productive resources influence specialization and trade?
Big Idea: Specialization
Big Idea: Regional impact
Big Idea: Natural resources
Unit Vocabulary: capital goods/services, human resources, natural resources

Connection to Social Emotional Standards and/or Social Justice Standards

DI3-5.8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Connection to Vision of a Lakewood Ranger

Global Awareness
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - 15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.			
	Content elaboration The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere. Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include: • fishing communities; • tourist destinations; and • manufacturing. Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase. Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services. Capital goods consist of human-made materials needed to produce goods include:	Introduce economic vocabulary by providing students pictures which they can then categorize into human resources, capital goods/resources, and natural resources. Students can then brainstorm products which can be created from each. Extend this activity by providing different groups of students different resources and then discussing who would need to trade with who and why. To assist students having difficulty with vocabulary, use a graphic organizer or concept map to help students identify the traits of each category of resources. Students can be encouraged to create illustrations to help them understand and remember the new vocabulary.	Use thematic resource maps to help students visualize which areas are rich in specific resources. Then use thematic production map to connect what can be made from those resources. Create a simulation that demonstrates shortages of resources, capital and labor. Have a product for students to create (such as shapes made of construction paper). In order for students to make the product they will need resources (construction paper, scissors, and instructions). Place supplies into envelopes for students, with only one envelope including all of the necessary resources. Divide the class into small groups and distribute envelopes to the groups. During the production simulation, encourage students to trade resources and information to create the product. See also the World Trade Game in Content Statement 16 and 17. Create a chart where students have to give two examples of natural resources, human resources, and capital goods.

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	• buildings; • machinery; • equipment; and • tools. Natural resources are productive resources supplied by nature. Natural resources include: • ores; • trees; and • arable land. EXPECTATIONS FOR LEARNING Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.		Research a region in the Western Hemisphere and describe an important industry in the region. Why did this area decide to specialize in this industry? Lesson Plan: Hawaiian Economics: From the Mountain to the Sea This lesson plan from the Council for Economic Education focuses on how Hawaiians shared their island resources long ago. Hawaiian chiefs divided the land into regions; each region had high mountains, lush valleys and great sand beaches. Each of these regions contained unique resources that the Hawaiian people needed to survive. Bananas: What is the Real Cost of a Banana? This inquiry prompts students to investigate the social, economic, and environmental issues surrounding the global banana industry. Into Social Studies **Vol. 1: The U.S.—BegThrough the Colonies** Regions of North America TE: 22–23 America 1492 TE: 152–153, 154–155, 156–157 Exploring the Americas TE: 176 Early Settlements TE: 212–213, 218–219 **Vol. 3: The United States—Reconstruction to Present** Teddy Roosevelt TE: 778–779 I into the 21st Century TE: 996

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LAKEWOOD CITY SCHOOLS

Unit: Roles and Systems of Government
Essential Questions: What extent should those in power have over citizens?
Big Idea: Power and authority
Big Idea: Relationship between leaders and citizens
Big Idea: Forms of government
Unit Vocabulary: democracy, dictatorship, monarchy

Connection to Social Emotional Standards and/or Social Justice Standards — JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.

Connection to Vision of a Lakewood — Ranger — Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.**			
	Content elaboration 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. • In a monarchy, the 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	Complete a chart to show the key characteristics of democracies, monarchies, and dictatorships. How does the authority of the government affect the rights of citizens in each democracy, monarchies, and dictatorships? CIA's World Factbook Search for world factbook to access information on world governments. Use picture books to introduce democracies, dictatorships, and monarchies (e.g., D is for Democracy by Elissa Grodin, Yertle the Turtle by Dr. Seuss). Sortify with iCivics Interactive game play on a variety of government topics What is Democracy? Video clip, graphics and information about what a democracy is Democracy, Dictatorship or Monarchy...Which one is for you? Lesson plan and resources that explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy. This is the introduction to the three major governmental systems found in the Western

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	EXPECTATIONS FOR LEARNING Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy.		Hemisphere. This is to establish the fundamental differences between these three systems and to apply the information throughout the year. Into Social Studies **Vol. 1: The U.S.—Beg Through the Colonies** Eastern Woodland Indians TE: 37, 48–49 **Vol. 2: The United States—Revolution Through the Civil War** Declaration of Independence TE: 266–267 American Government TE: 458–459, 460–465, 468–469 **Vol. 3: The United States—Reconstruction to Present** World War II TE: 906–907 Mid-20th Century in the U.S. TE: 934–935

Unit: Production and Consumption
Essential Questions: How is economic potential impacted by varying levels of access to productive resources and the division of labor?
Big Idea: Productive resources
Big Idea: Division of labor
Big Idea: Productive capacity
Big Idea: Interdependence
Unit Vocabulary: productive resources, division of labor, specialization,

Connection to Social Emotional Standards and/or Social Justice Standards			DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Connection to Vision of a Lakewood		Ranger	Global Awareness Critical & Creative Thinking Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - 16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.			

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	Content elaboration In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. At this level, 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 (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively. The productive capacity of a region is influenced by available resources. For example, 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. In another example, 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 may also be impacted positively or negatively by the way the work is divided during the production process. EXPECTATIONS FOR LEARNING Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	Connect to student life by having them analyze all the different jobs at their favorite restaurant and then determine how service would be affected if one person had to do all of those jobs.	Imagine that you are going to start a new business. What service or good will you provide? What productive resources will you need? What will be the division of labor? Write a business plan that summarizes your proposed business. **Widget Production: Producing More, Using Less** The lesson plan from the Council for Economic Education focuses on ways in which productivity has been increased over the years and challenges students to identify a situation where an increase in productivity could alleviate a problem and create a way to solve this problem. The lesson may need to be adapted for grade-five students. Set up a World Trade Game in your classroom. Student groups will be asked to produce as much product as possible using their limited supplies. This will lead to specialization and interdependence, as well as an appreciation for the need of natural resources. Use the link to guide set up and discussion questions Into Social Studies **Vol. 1: The U.S.—Beg Through the Colonies** 13 Colonies TE: 238–239, 244–245, 248–249 **Vol. 2: The United States—Revolution Through the Civil War** The New Nation TE: 486–487, 490–491 Industrial Revolution in America TE: 600–601, 604–605, 606–607, 608–609 Civil War TE: 654–655
	Content Statement - 17. 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.		
	Content elaboration 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. EXPECTATIONS FOR LEARNING Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.	Choose something you bought this year. This could be a video game, pair of shoes or a book bag. Search for the label or other information that identifies where it was made.	Create a graphic organizer or illustration to show exports from and imports into a country in the Western Hemisphere. Set up a World Trade Game in your classroom. Student groups will be asked to produce as much product as possible using their limited supplies. This will lead to specialization and interdependence, as well as an appreciation for the need of natural resources. Use the link to guide set up and discussion questions. Have students research and create a presentation on the economy of one country of choice. Econ and Me A PBS learning series focusing on specialization and production. Trading Around the World a game to experience the challenges and excitement of international trade Great Lakes Navigation: To Be Or Not To Be Lesson plan and resources designed to utilize problem solving related to an environmental issue with ELA and technology standards Great Lakes, Great Cities: The Development of a Regional Lesson plan and resources

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				that explain how regions in North America become interdependent 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. Economy in the Post-Canal Era – Lesson plan and resources designed to utilize problem solving related to an environmental issue with technology standards. Into Social Studies **Vol. 1: The U.S.—Beginnings Through the Colonies** Eastern Woodland Indians TE: 42–43 Exploring the Americas TE: 179, 190 13 Colonies TE: 238–239 **Vol. 3: The United States—Reconstruction to Present** Early 20th Century in the U.S. TE: 738–739, 744–745 Teddy Roosevelt TE: 772–773

Unit: Financial Literacy
Essential Questions: How does investment in human capital contribute to social and economic mobility?
Big Idea: Human capital
Big Idea: Social and economic mobility
Unit Vocabulary: career, skills, income,

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
Connection to Vision of a Lakewood Ranger	Critical & Creative Thinking Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.**			

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	Content elaboration 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. At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers: • knowledge (e.g., degree, certification, license); • skills (e.g., technical, entrepreneurial); and • experiences (e.g., entry-level jobs, internship, apprenticeship, life). EXPECTATIONS FOR LEARNING Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.	Students will draw conclusions from economic data using information on income v. education. Encourage students to compare education and potential income using critical thinking questions. Ask students to draw at least three conclusions from their data to share with their classmates. Bar Graph on Weekly Earnings Based on Education, 2017	After students have researched a career, have them answer mock interview questions, and perform them in class. Questions could include : What skills do you have that make you right for this job? Why are you interested in this job? What experiences do you have that make you right for this job? Host career speakers that represent varied levels of education, training, salaries, and industries to share their personal work story. Each speaker will share their knowledge, skills, education, and experiences. Lead a discussion in which students address different aspects of the presentations and how they support the speaker's work story. Extend student learning by having students research the knowledge, skills and experiences necessary for a career in which they show interest. It Pays to Stay in School This lesson plan from the Council for Economic Education poses the question, "Should students be paid to stay in school?" Students are encouraged to create incentives for improving school attendance and performance and in the process are challenged to think about the value of education Into Social Studies **Vol. 3: The United States—Reconstruction to Present** Into the 21st Century TE: 989, 1003

Unit: Economic Decision Making and Skills
Essential Questions: How can data representations provide information to understand the current reality? How can data help decisions makers?
Big Idea: Data representation
Big Idea: short/long term consequences
Unit Vocabulary: circle graph, proportion

Connection to Social Emotional Standards and/or Social Justice Standards

DL.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options

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	Content Statement -13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.		
	Content elaboration In grade four, students learned to work with data displayed on tables and charts. At this level, students learn to work with circle graphs. A circle graph shows how an entire body of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole data set. 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. EXPECTATIONS FOR LEARNING Interpret a circle graph that displays information on part-to-whole relationships of data.	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.	Find circle graphs in news sources, such as newspapers, magazines, and websites. Bring in samples to share with the class. Interpret the graphs and describe the information to the class. Khan Academy Short video that explains to students how to read a pie chart Circle Graphs Circle graphs with questions for students to answer as they relate to the circle graphs. Into Social Studies **Vol. 2: The United States—Revolution Through the Civil War** The New Nation TE: 485 **Vol. 3: The United States—Reconstruction to Present** Immigration TE: 634–635
	Content Statement - 14. The choices made by individuals and governments have both present and future consequences.		
	Content elaboration In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences. For example, at the national level, a government may choose to build a road in an undeveloped area: • a short-term consequence would include improved transportation; and • a long-term consequence would be increased maintenance costs. For example, at the personal level, an individual may choose to spend more money on a fuel-efficient automobile: • a short-term consequence is the higher price paid for the automobile; and • a long-term consequence is the savings on gasoline costs in the future. EXPECTATIONS FOR LEARNING Explain the present and future consequences of an economic decision	Help students understand consequences by having them appropriately match economic choice scenario cards with consequences cards (these can be both positive and negative consequences). Then, have students match economic choice cards with cards that represent present consequences and future consequences.	Present students with scenarios in which they would need to spend or save their money. Discuss options when not enough money is saved and which options have the most positive impact (buy something small, saving for something big, using a credit card, taking out a loan from a bank, etc.). Use pictures or actual objects to help students visualize the objects and create a desire for them. Create a Venn diagram to compare and contrast the present and future consequences of two choices Great Lakes Navigation – designed to utilize problem solving for the unintended consequences and economic impacts of the St. Lawrence Seaway. It's Time to Pay the Piper Lesson & resources to explain the present and future consequences of an economic decision. The Future of Zoar – designed to utilize problem solving related to an environmental issue with ELA and technology standards – and the economic impacts of the decision. Into Social Studies **Vol. 1: The U.S.—Beg Through the Colonies** 13 Colonies TE: 233, 246–247 **Vol. 2: The United States—Revolution Through the Civil War**

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			Lewis and Clark TE: 528–529 **Vol. 3: The United States—Reconstruction to Present** Great Depression TE: 878–879, 882–883, 892–893 Into the 21st Century TE: 989, 990–991, 995, 996, 997, 1001

Unit: Civic Participation and Skills
Essential Questions: How can citizens make the most informed decisions on public issues?
Big Idea: Multiple resources
Big Idea: Data communication
Unit Vocabulary: almanacs, maps, trade books, periodical, digital resources

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

C1. 2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Collaboration
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **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 elaboration Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include: • almanacs; • maps; • trade books; • periodicals; • newspapers;		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.	Research opposing points of view on a public issue. Create a PowerPoint presentation to present to the class showing both sides of the issue. Read a newspaper article about a current topic. Complete a main idea and supporting details chart based on the article. CIA Website The World Factbook with recent news and information from countries around the world. Kids' Zone The site includes a graphing tutorial for five different graphs and charts. The Future of Zoar Lesson plan and resources including multiple sources and economic issues that are used to apply the problem solving decisions for the

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	• photographs; and • digital resources. Students must also check their sources for accuracy. Criteria for an accurate source include: • information is current and objective; • information is relevant; • information is validated by multiple sources; and • qualifications and reputation of the sources. Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include: • tables; • line/bar graphs; • charts; and • digital images. EXPECTATIONS FOR LEARNING Investigate, organize, and communicate information on a public issue using multiple sources.		authentic future of the historic site at Zoar Into Social Studies **Vol. 1: The U.S. - Beg Through the Colonies** Northwest Coast Peoples TE: 136–137 **Vol. 2: The United States—Revolution Through the Civil War** The Constitution TE: 442–443, 446 American Government TE: 472–473, 474 The New Nation TE: 485 Industrial Revolution in America TE: 597 Immigration TE: 634–635 Underground Railroad TE: 681, 698 **Vol. 3: The United States—Reconstruction to Present** Suffragists TE: 810 Mid-20th Century in the U.S. TE: 948–949

Unit: Spatial Thinking and Skills
Essential Questions: Where are things located? Why are they things located where they are?
Big Idea: The creation of spatial views and geographical perspectives of the world beyond personal locations.
Big Idea: Students must be able to understand the basic properties of geographic tools
Big Idea: Students must be able to use geographic tools to build a foundation for future computer systems learning
Vocabulary: Latitude, longitude

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	ID.3-5.2 I know about my family history and culture and about current and past contributions of people in my main identity groups.
Connection to Vision of a Lakewood Ranger	Global Awareness Critical Thinking Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **4. Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.**			

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	Content elaboration Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. The purpose for why the cartographer creates a map and how it is to be used dictates the way cartographic information is presented. Students need to acquire skills associated with using geographic tools to communicate information from a spatial perspective, including aerial photographs and digital satellite images. Students need to understand the basic properties of geographic tools and have opportunities to practice using them, including: • maps; • globes; • diagrams; and • aerial and other photographs. 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 other courses. EXPECTATIONS FOR LEARNING Use appropriate geographic tools to gather, process, and report information about people, places, and environments.	Students work in groups to create a set of questions for their classmates to complete using a given map or maps (e.g., physical features, population density, economic activity, political, climate, etc.). Questions should encourage students to use the different features of the map to draw conclusions about people, places, and the environment. Possible answers can be discussed in groups or as a class.	Into Social Studies: Vol. 1: The U.S. - Beg Through the Colonies Regions of North America TE: 10–11, 16–17, 20–21, 25 Southwest Peoples TE: 93 America 1492 TE: 149, 153, 157–159 Exploring the Americas TE: 178–179, 190–192 Early Settlements TE: 206–207 Vol. 2: The United States—Revolution Through the Civil War The New Nation TE: 496–497 Vol. 3: The United States—Reconstruction to Present Early 20th Century in the U.S. TE: 748 Inventors and Inventions TE: 849 Map Maker Interactive by National Geographic Interactive Map Maker that includes the ability to add layers and data GIS (Geographic Information System) by National Geographic Graphic Image that explains GIS

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Unit: Places and Regions
Essential Questions: Where are things located and why are they located where they are? What do we mean by region?
Big Idea: Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics.
Big Idea: Landforms, Climate, Population, Culture, and Economics are the criteria in which a region is based and identified
Vocabulary: landforms, plains, hills, plateaus, mountains, population density, ethnicity, cultural diversity, natural resources

Connection to Social Emotional Standards and/or Social Justice Standards — ID.3-5.2 I know about my family history and culture and about current and past contributions of people in my main identity groups.

Connection to Vision of a Lakewood — Ranger — Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.**			
	Content elaboration Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria. Landform refers to the shape, form, or nature of physical features of Earth's surface, including: • plains; • hills; • plateaus; and • mountains. Climate includes long-term trends in weather elements and atmospheric conditions, including average temperature and average rainfall. Population includes data about the people who live in a selected area, including: • population density; • ethnicity and cultural diversity; and • birth rates. Culture is the learned behavior of people, including belief systems and languages. Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include:	Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.	Koppen Climate Classification System This system uses colors and shades to classify the world into five climate zones based on criteria like temperature, which allows for different vegetation growth. Same and Different: Cultures and Regions North and South of the Equator lesson The Midwest...It's More than just Cows and Corn! In this lesson students will describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America. Into Social Studies: Vol. 1: The U.S. - Beg Through the Colonies Regions of North America TE: 1, 8–9, 12–13, 16–17, 20–21, 24–25

	• natural resources; • agricultural products; and • levels of income. EXPECTATIONS FOR LEARNING Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics. Content elaboration Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria. Landform refers to the shape, form, or nature of physical features of Earth's surface, including: • plains; • hills; • plateaus; and • mountains. Climate includes long-term trends in weather elements and atmospheric conditions, including average temperature and average rainfall. Population includes data about the people who live in a selected area, including: • population density; • ethnicity and cultural diversity; and • birth rates. Culture is the learned behavior of people, including belief systems and languages. Economics 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.		Eastern Woodland Indians TE: 50–51 Plains Indians TE: 66–67 Southwest Peoples TE: 94–95

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Unit: Latitude and Longitude
Essential Questions: Where are things located on Earth?
Big Idea: Latitude and Longitude can be used to make generalizations about location of geographic features
Big Idea: Longitude describes a point's position in relation to the prime meridian
Big Idea: Latitude describes a point in relation to the equator
Vocabulary: latitude, longitude, equator, prime meridian

Connection to Social Emotional Standards and/or Social Justice Standards	ID.3-5.2 I know about my family history and culture and about current and past contributions of people in my main identity groups. DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect.
Connection to Vision of a Lakewood Ranger	Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **5. Latitude and longitude can be used to make observations about location and generalizations about climate**			
	Content elaboration Locations on Earth's surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate, including: • location relative to the equator; • bodies of water; and • mountains. This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six. Longitude describes a point's position on the 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. Latitude describes a point's position on the Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator. Location describes the point on the Earth's surface that is expressed on a grid (absolute) or in relation (relative) to the position of other places. Climate 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, including:	Latitude & Longitude Game Interactive latitude & longitude game	Battleship GameThe game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version. National Geographic This is an interactive museum for students and teacher use. Enter The World in Spatial Terms in the search box to use the Globe Projector, Mental Mapper and World Viewer. Enter latitude and longitude into the search box for lesson plans specific to those skills. Find Your Longitude This game helps students understand why having a precise timepiece (chronometer) helps determine longitude. Into Social Studies: Vol. 1: The U.S. - Beg Through the Colonies Regions of North America TE: 9, 11; also see: 16–17, 20–21

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	• Equator; • Arctic Circle; • Antarctic Circle; • North Pole; • South Pole; and • Prime Meridian. EXPECTATIONS FOR LEARNING Use location to make generalizations about climate		

Unit: **Human Systems**
Essential Questions: What implications do geographical locations have for people? How do human activities develop from physical environments? What are the characteristics of past cultures and geographical similarities in North and South America? Why do people live where they live? How is one's location influenced by political, environmental, social, and economic reasons?
Big Idea: Certain environments limit or increase human activity and population
Big Idea: Many issues facing the world today are a result of human activity
Big Idea: WHen environment does not meet human needs, people adapt and modify
Big Idea: The Indians of North and South America had strong geographical and cultural similarities
Big Idea: Diversity is the result of people moving for political, environmental, social, and social reasons
Vocabulary: discrimination, employment, trade factors, environmental factors, cultural diversity

Connection to Social Emotional Standards and/or Social Justice Standards	C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true
Connection to Vision of a Lakewood Ranger	Communication Critical Thinking Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environment.**			

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	Content elaboration Human activities develop in response to physical environments. For example, 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 might 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.	Use a jigsaw approach to have students research and share information on regions in the Western Hemisphere. Group students by criteria including landform, climate, population, culture, and economics. Have them research the criteria and use those criteria to divide the Western Hemisphere, or a portion of it, into regions based on that criterion. Regroup students to share their maps and compare how the regions have different boundaries based on the criteria used. Open the unit with: What is a region? – Regions: overarching geographic location and its influence of common attributes create interdependence – tying the area together. Have students use thematic maps of the region in which they live. Have students discuss the use of fire maps (insurance), census maps, land-use maps, zoning maps, or other maps as appropriate. Create a Venn diagram to compare and contrast the climate and geographic landforms of North America and South America. Write a diary entry about the differences in North and South American geographic landforms, climate, and population. How do agricultural and industrial regions differ in characteristics such as population, culture, economics, and population density? EXPECTATIONS FOR LEARNING Explain how variations among physical environments in the Western Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Western Hemisphere.	Koppen Climate Classification System This system uses colors and shades to classify the world into five climate zones based on criteria like temperature, which allows for different vegetation growth. Same and Different: Cultures and Regions North and South of the Equator lesson The Midwest...It's More than just Cows and Corn! In this lesson students will describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America. Into Social Studies: **Vol. 1: The U.S. - Beg Through the Colonies** Eastern Woodland Indians TE: 38–39 Plains Indians TE: 66–67 Southwest Peoples TE: 94–95, 98–101 America 1492 TE: 158–159 Early Settlements TE: 208–211, 216–221 13 Colonies TE: 238–239, 248–249 **Vol. 2: The United States—Revolution Through the Civil War** The New Nation TE: 488–489, 492–493 Lewis and Clark TE: 524–525
	Content Statement 8. 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.		

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	Content elaboration 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 at this level 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.	Have students create a map showing different regions of American Indian cultural groups. Include geographic features (e.g., desert, mountains, bodies of water, plains). Have students create a color-coded key to identify cultural regions. Assign groups of students a cultural group to research and present to the class. Research projects could include the creation of artifacts (as appropriate), illustrations, dioramas, or creative writing pieces that represent the geographic regions and cultural differences. Students can present their learning to an audience (e.g., peers, family, younger students) through slideshows, posters, performances or other appropriate methods. Have students create a product (e.g., illustrated books, brochures, posters, infomercials, pamphlets) explaining how the environment influenced the way of life of a cultural group. Students should complete a guided worksheet or graphic organizer to collect information on all of the cultural groups. Students can be given the option of showing their learning about cultural groups through the creation of illustrations, songs, or poems. Use a Venn diagram to compare one cultural group of Canada and the United States and one cultural group of Latin America.	Equator Lesson plan and resources that identify and describe regions within the Western Hemisphere using criteria related to landform and climate. Where You Live Influences How You Live: North American Native Lesson plan and resources that make generalizations about the cultural ways of life among American Indian cultural groups in North and South America. Native Americans Lesson plan and resources that explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. Into Social Studies: **Vol. 1: The U.S. - Beg Through the Colonies** Eastern Woodland Indians TE: 29, 38–45, 48–53 Plains Indians TE: 57, 66–72, 74–77 Southwest Peoples TE: 85, 94–97, 104–107 Northwest Coast Peoples TE: 113, 122–129, 130–133
	Content Statement 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.		
	Content elaboration People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons. Political factors include changes in political leadership and citizen rights. Environmental factors include climate and natural disasters. Social factors include: • discrimination;	To introduce the concept of “push” and “pull” factors, have students read short biographies of famous Americans who were born in other countries. Have the students identify the factors that contributed to their emigration to the U.S. Students can investigate lasting examples of cultural diffusion evident in the Western Hemisphere today.	Push & Pull Lesson Plan Lesson plan and resources that establish the human rights issues that draw immigrants to the United States or push them to leave their country of origin. Into Social Studies: **Vol. 1: The U.S. - Beg Through the Colonies**

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	• intolerance; and • religious freedom. Economic factors include: • the availability of resources; • changes in trade patterns; and • employment opportunities. Sixth-grade students build on an understanding of these factors to consider the impact of cultural diffusion in the Eastern Hemisphere. EXPECTATIONS FOR LEARNING Explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Western Hemisphere.	Give students boxes that show push and pull factors. They have to move the boxes to the correct column on the chart. Give the students reasons why people move away from a place. Have the students decide if the reason is political, environmental, social, or economic and move the box to the correct column on the chart.	Southwest Peoples TE: 96–96, 98–99 Early Settlements TE: 208–211, 216–221 **Vol. 2: The United States—Revolution Through the Civil War** Immigration TE: 626–631, 632–637 **Vol. 3: The United States—Reconstruction to Present** Postwar Change and Growth TE: 722–723, 724–725
	Content Statement **10. The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.**		
	Content elaboration Culture describes the learned behavior of a selected group including: • belief systems; • languages; • social relationships; • institutions and organizations; and • material goods (e.g., food, clothing, buildings, tools, and machines). Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among groups including: • American Indians; • Europeans; • Asians; and • Africans Students understand this diversity through an examination of various cultural groups in the Western Hemisphere including: • languages; • belief systems; • artistic expressions; and • food	Have students create a collage (physical or electronic) of objects representing the artistic expression, language, religion, and food of a specific culture in the Western Hemisphere. As collages are presented to classmates, guide students in a discussion about cultural diversity. Create a chart that lists what the major languages are that are spoken in both North & South America. Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among American Indian, European, Asian, and African people. Complete a chart by placing each cultural characteristic into the correct category on the chart.	Great Lakes Navigation: To Be Or Not To Be Lesson Plan and resources teaching students the 21st century skills of problem solving and decision making through the lens of geographic problems experienced within the Western Hemisphere. Immigration...Where in the World are You From? Lesson Plan and resources that explore the cultural diversity of the United States based on four eras of immigration: forced (slavery), early Europeans, Ellis Island, and modern immigrants. Into Social Studies **Vol. 1: The U.S. - Beg Through the Colonies** Early Settlements TE: 208–211, 216–221 **Vol. 2: The United States—Revolution Through the Civil War** Immigration TE: 626–631, 632–637 **Vol. 3: The United States—Reconstruction to Present** Postwar Change and Growth TE: 716–717, 722–723, 724–725 Early 20th Century in the U.S TE: 752–753 Mid-20th Century in the U.S. TE: 940–941 Civil Rights TE: 966–969, 974–975, 976–977

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	EXPECTATIONS FOR LEARNING Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.		

Unit: **Historical Thinking and Skills**
Essential Questions: What are ways to measure and document history?
Big Idea: Events happen simultaneously throughout history
Big Idea: Relationships exist in historical events
Big Idea: Time is measured in B.C.E. and C.E. and was measured B.C. and A.D.
Vocabulary: Gregorian calendar, chronological order

Connection to Social Emotional Standards and/or Social Justice Standards

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Connection to Vision of a Lakewood Ranger

Critical Thinking
Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E and C.E.**			
	In grade four students learned the use of single-tier timelines. Grade-five students build on the use of single-tier timelines by becoming familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order. Arranging events in chronological order on single-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are	Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.	World Book Timelines INFOhio World Book Timelines - select “Open” on the left hand side Open Google Drawing or Google Slides - select the “Insert” Tab - Diagram - Select “Timeline” on the right hand side Content Statement 2 - have the students make a timeline of events that happened during the Mayan time period since it includes BC & AD.

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	labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).		

Unit: **Heritage**
Essential Questions: How can history help us understand the Western Hemisphere today?
Big Idea: European exploration and colonization
Big Idea: social, political, and economic impact
Big Idea: modern Western Hemisphere
Vocabulary: exploration, colonization

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	ID.3-5.2I know about my family history and culture and about current and past contributions of people in my main identity groups. ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Connection to Vision of a Lakewood Ranger	Communication Empathy Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **3. European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.**			
	1. Time can be measured. 2. Personal history can be shared through stories and pictures. 3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language. 4. Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.		America 1492 Magazine Assessment Colonies Assessment	America 1492 Magazine Colonies Magazine https://kids.britannica.com/students/article/colonization-of-the-Americas/272832 https://courses.lumenlearning.com/suny-ushistory1os2xmaster/chapter/the-impact-of-colonization/

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Unit: **Early Civilization**
Essential Questions: What can we learn from the past about how new technologies result in broader social change?
Big Idea: Societies existed in the Western Hemisphere before European Settlement
Big Idea: Four early civilizations had systems in place with characteristics that can be compared
Vocabulary: culture, technology, government, social structures, religion, agriculture

Connection to Social Emotional Standards and/or Social Justice Standards	ID.3-5.2I know about my family history and culture and about current and past contributions of people in my main identity groups. ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Connection to Vision of a Lakewood Ranger	Global awareness Critical and creative thinking Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement **2. 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.**			
	In fourth grade, students learned about prehistoric and historic American Indians (e.g., mound builders). At this level, students will study the basic characteristics of governments, cultures, technologies, agricultural practices, and products of four early civilizations in the Americas: • Inca; • Maya; • Aztec; and • Mississippian.	Groups of students can research each of the early Indian civilizations focusing on government systems, social structures, religions, technology,agricultural practices, and products. Identify and discuss similarities and differences between characteristics of civilizations. Groups can share by creating one of the following: A two-to-four minute infomercial of an assigned civilization. A museum exhibit of their assigned civilization. Museum exhibits might be physical (e.g., posters, illustrations, models) or	Mounds of Earth and Shell by: Bonnie Shemie - book about the Mississippians PBS: Lost King of the Maya This site has video clips of the work of archeologists who are using new excavations and hieroglyphic translations to interpret the early history of Copán, a Classic Maya site in northern Honduras. Teacher's guide is linked at the bottom. The Rise and Fall of the Inca Empire Ted ED talk about the rise and fall of the Inca Empire History of Chocolate Ted ED talk about the history of chocolate

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	Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival, and be able to compare the characteristics of the civilizations. For example, these are some of the characteristics of Mayan civilization: • 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; • religion – festivals honored Mayan gods; • technology – Mayans developed a number system and a calendar; and • agriculture – farmers used a slash and burn method; and maize was the most common crop. EXPECTATIONS FOR LEARNING Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).	virtual using electronic media tools (e.g., slide show, Glogster or other online formats). Use a chart/graphic organizer to compare the unique characteristics of the four civilizations including governments, social structures, religion, technologies, and agricultural practices. Provide students with a graphic organizer to collect information and compare cultures. Graphic organizers can be partially pre-populated or students can be provided with note cards to organize into the graphic format. Create a venn diagram to compare and contrast agricultural practices and products of two early civilizations in the Americas. Write a diary entry about your day as a person living in one of the four civilizations in the Americas. Include information about government, social structure, religion, technology, and agricultural practices.	Native Knowledge 360 degrees: The Inca Empire by the Smithsonian Native Knowledge 360 degrees: The Great Inca Road by the Smithsonian Complex Societies: What Makes a Complex Society Complex? Inquiry based learning What Makes the Mississippian a Civilization? lesson Is designed to address the unique characteristics of this civilization: government, religion, cultural practices, technology, agricultural practices, and products. Into Social Studies: **Vol. 1: The U.S. - Beg Through the Colonies** Eastern Woodland Indians TE: 29, 38–45, 48–53 Plains Indians TE: 57, 66–72, 74–77 Southwest Peoples TE: 85, 94–97, 104–107 Northwest Coast Peoples TE: 113, 122–129, 130–133 Exploring the Americas TE: 184–185 Early Settlements TE: 208–209