

Grade 5: North America

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to describe significant milestones in North American history in order to explain historical perspective.*
- *Students will demonstrate the ability to explain causal relationships in order to describe change over time.*
- *Students will demonstrate the ability to describe economic systems in order to explain economic decision making.*
- *Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using North American maps and describing environmental, historical, economic, and cultural characteristics.*

Content Standards:

- Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
- Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
- Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
- Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.
- His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- His.2.3-5. Compare life in specific historical time periods to life today.
- His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

Transfer

*Students will be able to independently use their learning to **act as responsible citizens, making informed decisions.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- social structure and culture work in tandem to shape societies, but are not completely rigid.
- all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.
- each place on Earth has a unique set of local conditions and connections to other places.
- when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market.

ESSENTIAL QUESTIONS

- *How does where we live influence how we live?*

Acquisition

Students will know...

- that locations can be described using latitude and longitude.
- that the geographic characteristics of North America can be described using symbols and map legends.
- that the diverse geography of Mexico (regions, states, rivers, mountains, deserts, landforms, oceans, seas, gulfs, etc...) can be located on a map.
- that North American countries have geographic and political boundaries.
- the location of North American countries in relation to one another, and the rest of the world.
- the physical characteristics of Mexico and Canada including the climate, vegetation, wildlife, and natural resources.*

Students will be skilled at...

- constructing and using regional maps and other graphic representations.
- describing, explaining, and analyzing impact.
- explaining change over time
- explaining relationships between natural resources and human movement and settlement.
- explaining cultural and environmental characteristics.
- comparing information provided by different historical sources.
- explaining the probable causes and effects of historical events and developments
- creating and using a chronological sequence to compare synchronous events.

- His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.
- His.6.3-5. Describe how people's perspectives shaped the historical sources they created.
- His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.
- His.10.3-5. Compare information provided by different historical sources about the past.
- His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.
- His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- His.14.3-5. Explain probable causes and effects of events and developments.
- His.16.3-5. Use evidence to develop a claim about the past.
- His.17.3-5. Summarize the central claim in a secondary work of history.
- Eco.1.3-5. Compare the benefits and costs of individual choices.
- Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.
- Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- Eco.4.3-5. Explain why individuals and businesses specialize and trade.
- Eco.7.3-5. Explain how profits influence sellers in markets.
- Eco.9.3-5. Describe the role of other financial institutions in an economy.
- Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.
- Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

- the key cultural characteristics of North American countries.
 - traditions, language, arts, architecture, literature, dance, music
 - religions and beliefs
 - cultural contributions
 - sports and leisure activities
- the growth and transformation of the United States:
 - dissatisfaction with colonial rule and the road to the revolution
 - the westward expansion
 - the building of the transcontinental railroads
 - the Civil War
- the growth and transformation of Mexico:
 - independence from Spain
 - the Alamo and San Jacinto
 - Mexican-American War
 - Battle of Puebla and Cinco de Mayo
 - Mexican Revolution
- the growth and transformation of Canada.
 - the Constitutional Act of 1791 and the development of Lower (Quebec) and Upper Canada (Ontario)
 - the impact of immigrant groups
 - Confederation and self-government (1867)
 - Klondike Gold Rush, western expansion, and economic growth
- the characteristics of traditional, market, and command economic systems.
- the major natural resources and industries of Mexico, Canada, and the USA.
- that countries trade with other countries to meet economic needs and wants.
- the products North American countries import from, and export to, other Western Hemisphere markets.

*Review the United States features taught in Grade 4.

vocabulary: latitude, longitude, Equator, Prime Meridian, free market economy, NAFTA, import, export, resource, map legend

- explaining differing perspectives and the connections between perspective and historical context.
- inferring audience and purpose from a source.
- using information about a source to judge its usefulness.
- using evidence to develop a claim.
- comparing economic choices, and explaining factors that influence decisions and decision making.

<i>Content Area Literacy Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	● <i>make judgments and decisions</i> ● <i>work creatively with others</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	