

# 5<sup>th</sup> Grade Social Studies

## Pacing Guide and Unpacked Standards



**GROVEPORT  
MADISON**  
SCHOOLS

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# Groveport Madison Social Studies Pacing Guide

## Theme: Regions and People of the Western Hemisphere

5	History	Geography	Government	Economic
1st 9 wks		<u><b>Spatial Thinking &amp; Skills</b></u> GE.4 Geographic tools/information GE.5 Latitude/ longitude & climate <u><b>Places &amp; Regions</b></u> GE.6 Regional characteristics <u><b>Human Systems</b></u> GE.7 Physical environment/human influence		<u><b>Economic Decision Making/Skill</b></u> EC.13 Use of circle graphs for data
2nd 9 wks	<u><b>Early Civilizations</b></u> HI.1 Arrange events by B.C. and A.D. or B.C.E. and C.E. HI. 2 Early Indian civilizations	<u><b>Spatial Thinking &amp; Skills</b></u> GE.4 Geographic tools/information  <u><b>Human Systems</b></u> GE.7 Physical environment/ human influence GE.8 American Indians GE.9 Factors influence movement  <u><b>Places &amp; Regions</b></u> GE.6 Regional characteristics	<u><b>Civic Participation &amp; Skills</b></u> GO.11 Understanding public issues  <u><b>Roles &amp; Systems of Government</b></u> GO.12 Systems of government or power	<u><b>Production &amp; Consumption</b></u> EC.16 Resources & labor
3rd 9 wks	<u><b>Early Civilizations</b></u> HI.1 Arrange events by B.C. and A.D. or B.C.E. and C.E. HI.3 European Exploration	<u><b>Spatial Thinking &amp; Skills</b></u> GE.4 Geographic tools/information  <u><b>Places &amp; Regions</b></u> GE.6 Regional characteristics  <u><b>Human Systems</b></u> GE.7 Physical environment influence GE.9 Factors influence movement GE.10 Diversity of Western Hem	<u><b>Civic Participation &amp; Skills</b></u> GO.11 Understanding public issues  <u><b>Roles &amp; Systems of Government</b></u> GO.12 Systems of government or power	<u><b>Economic Decision Making/Skill</b></u> EC.14 Choices/consequences
4th 9 wks			<u><b>Civic Participation &amp; Skills</b></u> GO.11 Understanding public issues <u><b>Roles &amp; Systems of Government</b></u> GO.12 Systems of government or power	<u><b>Economic Decision Making/Skill</b></u> EC.13 Use of circle graphs for data EC.14 Choices/consequences <u><b>Scarcity</b></u> EC.15 Resource availability <u><b>Production &amp; Consumption</b></u> EC.16 Resources & labor <u><b>Markets</b></u> EC.17 Interdependence EC.18 Career research

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.HI.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.

**Essential Understanding**

- Using BCE/CE and BC/AD conventions in timelines

**Extended Understanding**

- Analyze the cause and effect relationship on a timeline

**Vocabulary**

- apply
- analyze
- chronological
- B.C.E. and C.E.
- B.C. and A.D.

**Essential Skills**

- The student can apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange events in chronological order.
- The student can explain the purpose of a timeline.
- The student can explain chronological order.
- The student can construct a timeline with evenly spaced intervals.
- The student can locate dates on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.
- The student can arrange historical events on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.
- The student can apply the use of chronological conventions to an existing timeline.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Building on previous skills learned, grade five students become 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 a single timeline 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 labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).
- Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g. building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g. signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the civilizations really were.
- When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. What are the origins of these four terms? Which ones are used most often and in which situations?
- As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.
- Thinkport Tool: Creating a Timeline (<http://timeline.thinkport.org>) - This interactive tool allows users to construct a timeline and add events, descriptions, and images to bring their timelines to life.
- Connections: Connect to Mathematics Common Core Standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers.

**Sample Question Stems and Performance Tasks**

- Which event on the timeline occurred in the year \_\_\_\_\_?
- Identify correct chronological order of events.
- Which century was 601 to 700 C.E.?
- How many years are between 400 B.C. and 200 A.D.?
- If an historical event took place in 800 C.E., how many years ago was this event?

**4.HI.1 (Prior Grade Standard)**

The order of significant events in Ohio and the United States can be shown on a timeline.

**6.HI.1 (Future Grade Standard)**

Multiple-tier timelines can be used to show relationships among events and places.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.HI.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 and products.**

**Essential Understanding**

- Prehistoric American Indians
- Historic American Indians
- Compare characteristics of early Indian civilizations

**Extended Understanding**

- Interpret connections

**Vocabulary**

- compare
- civilization
- government
- social structure
- religious
- technology
- agricultural practices and products
- Maya, Aztec, Inca,

**Essential Skills**

- The student can identify the features of civilizations (government, social structures, religions, technologies, and agricultural practices and products).
- The student can describe characteristics of the Inca civilization
- The student can describe characteristics of the Maya civilization.
- The student can describe characteristics of the Aztec civilization.
- The student can describe characteristics of the Mississippian.
- The student can compare the similarities and differences of the four early civilizations in the Americas.

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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: 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 most the common crop.
- Groups of students can research each of the early Indian civilizations regarding government systems, social structures, religions, technologies, and agricultural practices and products. Groups can share by creating one of the following:
- A two-to-four minute infomercial of that civilization. A museum exhibit of their civilization. Museum exhibits might be physical (e.g., posters, illustrations, models) or virtual using electronic media tools (e.g., slide show, Glogster or other onlineformats).
- Use a chart/graphic organizer to compare the unique characteristics of the four civilizations including governments, social structures, religion, technologies, and agriculture practices and product. Identify and discuss similarities and differences between characteristics of civilizations.
- 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 graphicformat.
- 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. Also included is a teacher’s guide. <http://www.pbs.org/wqgbh/nova/maya/>

### Sample Question Stems and Performance Tasks

- 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, technologies, and agricultural practices.
- Describe characteristics of the four early civilizations in the Americas.

#### (Prior Grade Standard)

N/A

#### 6.HI.2 (Future Grade Standard)

Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.HI.3**

**European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.**

### Essential Understanding

- Prehistoric American Indians
- Historic American Indians
- Exploration and colonization lasting effects

### Extended Understanding

- Unresolved issues surface in later conflicts

### Vocabulary

- describe
- lasting effects
- exploration
- colonization
- cultural practice and product
- agricultural practice and product
- lasting effects
- Western Hemisphere
- place name
- religion
- language

### Essential Skills

- The student can describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.
- The student can give examples of the impact of European exploration and colonization on place names.
- The student can give examples of the impact of European exploration and colonization on languages.
- The student can give examples of the impact of European exploration and colonization on religions.
- The student can give examples of the impact of European exploration and colonization on agricultural practices and agricultural products.
- The student can identify European groups that explored and colonized in the Western Hemisphere.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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 of colonization include: 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); and 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.
- Create a living history museum where students dress as European explorers or early colonists and describe how their country influenced and contributed to the culture, language and economy of the Western Hemisphere today.
- Have students create scrapbooks (either paper or electronic) documenting lasting effects of European colonization in the Western Hemisphere (e.g., images of architecture; maps with place names; descriptions of governments, festivals, celebrations, holidays, traditional foods).
- Early Multi-National Influences in the United States - <http://edsitement.neh.gov> - For lesson plan ideas, select History & Social Studies, and then select Early Multi-National Influences in the United States.
- Hispanic Exploration in America - <http://www.loc.gov/teachers/> - The Library of Congress site provides primary sources. Select Classroom Materials and then Primary Source Sets.

### Sample Question Stems and Performance Tasks

- Look at the map of the Western Hemisphere. Identify and list the names of places that reflect the Spanish impact on the Americas.
- Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, describe the impact of Spanish, French, and English exploration on place names, religion, and agriculture.
- Create a cause and effect chart to explain the impact of European exploration and colonization on agriculture in the Americas.
- Write an essay describing the lasting effect of European exploration and colonization on countries in the Western Hemisphere.

#### 4.HI.3 (Prior Grade Standard)

Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

#### (Future Grade Standard)

N/A

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.GE.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.**

**Essential Understanding**

- Use geographic tools to gather, process, and report information

**Extended Understanding**

- Analyze and evaluate information gathered from geographic tools

**Vocabulary**

- maps
- globes
- geographic tools
- cartographer
- aerial photographs
- longitude
- latitude
- digital satellite images

**Essential Skills**

- The student can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.
- The student can identify various land forms represented on maps and globes.
- The student can identify cardinal direction.
- The student can explain the basic properties of maps, globes, diagrams and aerial photographs.
- The student can explain the purpose for which the cartographer creates a map and how they decide which information to include in maps.
- The student can use the process of mental mapping to understand spatial relationships to locate places on maps.
- The student can draw conclusions about people, places, and environments using different features of a map.
- The student can use geographic tools to gather information about people, places and environments.
- The student can use geographic tools to process information about people, places and environments.
- The student can use geographic tools to report information about people, places and environments.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- 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). 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.
- Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.

## Sample Question Stems and Performance Tasks

- Label geographic features on the map.
- For different situations, explain which geographic tools you would use and why.
- Explain the benefits of each geographic tool: map, globe, diagram, aerial photograph.

### 4.GE.9 (Prior Grade Standard)

A map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

### 6.GE.3 (Future Grade Standard)

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 and how it is displayed.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.GE.5**

**Latitude and longitude can be used to make observations about location and generalizations about climate.**

### **Essential Understanding**

- Location and Climate
- Relationship of location to equator

### **Extended Understanding**

- Predict climate using geographic points

### **Vocabulary**

- generalizations
- climate
- longitude
- latitude
- climate
- Equator
- Prime Meridian
- absolute location
- geographic point
- relative location

### **Essential Skills**

- The student can use location to make generalizations about climate.
- The student can define longitude.
- The student can define latitude.
- The student can define location.
- The student can define climate.
- The student can identify geographic points and imaginary lines on maps and globes.
- The student can use coordinates on a grid.
- The student can make generalizations about climate using observations about location.
- The student can predict the climate of different cities using distances north and south of the equator.
- The student can compare the climate of different cities with different latitudes.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Longitude 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.
- Latitude 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.
- Location describes the point on Earth’s surface expressed by means of 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 (e.g., equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, prime meridian).
- Research and compare the climates of two different cities with different latitudes. Have students draw conclusions about why climates differ at different latitudes. Discuss the relationship between distances north and south of the equator and their climates.
- The 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 - [www.nationalgeographic.com](http://www.nationalgeographic.com) - This is an interactive museum for student 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 - <http://www.pbs.org/wgbh/nova/longitude/find.html> - This game helps students understand why having a precise timepiece (chronometer) helps determine longitude.

## Sample Question Stems and Performance Tasks

- What is the imaginary line that divides the Earth into the northern and southern hemisphere?
- What is the imaginary line that divides the Earth into the eastern and western hemisphere?
- How does location affect climate?
- Explain how to find absolute location of any point on the Earth’s surface.
- Label the equator, prime meridian, latitude line, longitude line, Arctic Circle, Antarctic Circle, North Pole, and South Pole on a globe.

### (Prior Grade Standard)

N/A

### 6.GE.4 (Future Grade Standard)

Use latitude and longitude coordinates to identify absolute location.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.GE.6**

Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

**Essential Understanding**

- Identify and describe regions

**Extended Understanding**

- Categorize regions
- Compare and contrast regions

**Vocabulary**

- identify
- describe
- Region
- Landform
- Population
- Climate
- Culture
- Economics

**Essential Skills**

- The student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.
- The student can define region.
- The student can define landform.
- The student can define climate.
- The student can define population.
- The student can define culture.
- The student can define economics.
- The student can classify regions using landform, climate, population, culture and economics.
- The student can compare similarities and differences in regions using landform, climate, population, culture and economics.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Regions 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.
- Landform refers to the shape, form or nature of physical features of earth’s surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, 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.
- 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.
- Working in small groups, have students create one of the three different types of maps (general reference, thematic or navigational maps) to characterize a region.
- 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.
- National Geographic - <http://www.nationalgeographic.com/xpeditions/> - Enter regions in the search box for a variety of lesson plans.

## Sample Question Stems and Performance Tasks

- On the map, label the geographic regions of North America.
- Create a Venn diagram to compare and contrast the climate and geographic landforms of North America and South America.
- Imagine that you are traveling on vacation from Alberta, Canada to Rio de Janeiro, Brazil. Write a diary entry about the differences in these two regions in geographic landforms, climate, and population.
- How do agricultural and industrial regions differ in characteristics such as population, culture, economics, and population density?

### 4.GE.11 (Prior Grade Standard)

The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

### 6.GE.5 (Future Grade Standard)

Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.GE.7**

The variety of physical environments within the Western Hemisphere influence human activities. Likewise, human activities also alter the physical environments.

### Essential Understanding

- Influence of physical environment on human activities
- Human activities altered physical environments

### Extended Understanding

- Determine unintended and intended consequences

### Vocabulary

- explain
- human activities
- physical environments
- adapt
- modify
- canal
- irrigation
- intended consequences
- unintended consequences

### Essential Skills

- The student can explain how variations among physical environments in the Western Hemisphere influence human activities.
- The student can explain how human activities have altered the physical environments of the Western Hemisphere.
- The student can identify human activities.
- The student can explain how people adapt to their environment.
- The student can explain how people modify their environment to meet their needs.
- The student can define intended consequences.
- The student can define unintended consequences.
- The student can explain the purpose a canal.
- The student can define irrigation.
- The student can determine the unintended and intended consequence of an action.
- The student can give examples of how people adapt and modify their environment.



### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Create a cause and effect chart showing how human activities have influenced or could influence the physical environment. Students could predict ways in which current human activities might affect the physical environment in the future. For example: Urbanization: Loss of animal habitats, pollution. Dam construction: Loss of farmland, disruption of ecosystems, prevention of flooding, power generation
- Use a graphic organizer to compare how the physical environment influenced human activities in the American Indian cultural groups (connecting to Content Statement 8). Students can work together to research information about assigned cultural groups and compare how physical environments have impacted the cultures including shelter, transportation and agricultural practices.
- Have students research and report on how and why physical environments influenced early farming methods (e.g. slash and burn, terrace farming, chinampas, dikes, dams, canals. Students could describe these methods via illustrations, comic strips, journal entries or how to guides or videos.
- Learning can be extended through research projects about the human impact on the environment in the Western Hemisphere. Students can investigate both positive and negative impacts on the environment.
- Have students access information on historic modifications to the physical environment (e.g., the Erie Canal at [www.eriecanal.org](http://www.eriecanal.org) ).

### Sample Question Stems and Performance Tasks

- Give two examples of human activities.
- What does it mean to adapt to one's environment?
- Which is an example of how people modify their environment to meet their needs?
- Predict the intended and unintended consequences of dam and highway construction.

#### 4.GE.12 (Prior Grade Standard)

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

#### 6.GE.6 (Future Grade Standard)

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

### 5.GE.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.

#### Essential Understanding

- Cultural ways of American Indian cultural groups

#### Extended Understanding

- Cultural ways of Eastern Hemisphere cultural groups

#### Vocabulary

- generalizations
- American Indians
- tribe
- nation
- cultural group
- Latin America

#### Essential Skills

- The student can make generalizations about the cultural ways of life among American Indian cultural groups in North and South America.
- The student can identify cultural groups of Canada and the United States.
- The student can identify cultural groups of Latin America.
- The student can define cultural groups.
- The student can define tribe.
- The student can define nation.
- The student can make generalizations about the way of life within and among cultural areas.
- The student can compare geographic and cultural similarities of cultural groups of Canada and the United States.
- The student can compare geographic and cultural similarities of cultural groups of Latin America.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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: 1. The Arctic; 2. The Subarctic; 3. The Northeast, often called the Eastern Woodlands; 4. The Southeast; 5. The Plains; 6. The Northwest Coast; 7. California; 8. The Great Basin; 9. The Plateau; and 10. The Southwest.
- Those of Latin America are: 1. Middle America; 2. The Caribbean; 3. The Andes; 4. The Tropical Forest; and 5. The South American Marginal Regions.
- 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 slide shows, 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.
- Provide guided notes that are color-coded to match a map of the American Indian cultural groups/regions.
- Students can be given the option of showing their learning about cultural groups through the creation of illustrations, songs or poems.

## Sample Question Stems and Performance Tasks

- What statement explains the difference between a nation and a tribe?
- Use a Venn diagram to compare one cultural group of Canada and the United States and one cultural group of Latin America.
- Which statement explains how cultural groups in North America adapt to their physical environments?
- On a map, label the regions of American Indian cultural groups.

### 4.HI.3 (Prior Grade Standard)

Various groups of people have lived in Ohio over time American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

### 6.HI.2 (Future Grade Standard)

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.GE.9**

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

**Essential Understanding**

- Political, environmental, social and economic factors for migration in the Western Hemisphere

**Extended Understanding**

- Political, environmental, social and economic factors for migration in the Eastern Hemisphere

**Vocabulary**

- political factors
- environmental factors
- social factors
- economic factors
- push factors
- pull factors

**Essential Skills**

- The student can explain political, environmental, social and economic factors that cause the movement of people, products and ideas to move from place to place in the Western Hemisphere.
- The student can define push factors.
- The student can define pull factors.
- The student can list push and pull factors.
- The student can define political, social, environmental, and economic factors.
- The student can categorize push and pull factors as political, environmental, social or economic.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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, 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.
- To introduce the concept of “push” and “pull” factors, have students read short biographies of famous Americans who were born in other countries. Have them identify the factors that contributed to their emigration to the U.S.
- Extension activities can challenge students to investigate lasting examples of cultural diffusion evident in the Western Hemisphere today.

## Sample Question Stems and Performance Tasks

- Describe reasons why people move away from a place. Decide if the reason is political or environmental.
- Describe reasons why people move way from a place. Decide if the reason is social or economical.
- Explain push factors.
- Explain pull factors.

### 4.GE.13 (Prior Grade Standard)

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.

### 6.GE. 7 (Future Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.GE.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.

**Essential Understanding**

- Cultural diversity of the Western Hemisphere

**Extended Understanding**

- Cultural diversity in the Eastern Hemisphere

**Vocabulary**

- describe
- culture
- cultural diversity
- artistic expression
- language
- religion/belief system
- food

**Essential Skills**

- The student can describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.
- The student can define and explain characteristics of culture.
- The student can define cultural diversity.
- The student can give examples of cultural diversity in the Western Hemisphere.
- The students can connect cultural diversity in the Western Hemisphere to the interactions among American Indian, European, Asian and African people.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- 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.

## Sample Question Stems and Performance Tasks

- Which statement correctly defines the term culture?
- What are the major languages spoken in North America? in South America?
- Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among American Indian, European, Asian and African people. Brainstorm a list of cultural characteristics.
- Do you think the diversity of the U.S. is best described as a “melting pot” or a “salad bowl”? Explain your answer.

### 4.GE.13 (Prior Grade Standard)

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.

### 6.GE.8 (Future Grade Standard)

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.GO.11**

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

### Essential Understanding

- Using sources to locate, investigate, organize, and communicate a public issue

### Extended Understanding

- Different perspectives in

### Vocabulary

- public issues
- main idea
- supporting details
- sources of information

### Essential Skills

- The student can use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.
- The student can define and give examples of public issues.
- The student can identify and organize main ideas and supporting details.
- The student can organize collected information in an appropriate format.
- The student can use almanacs, maps, trade books, periodicals, newspapers, photographs, and digital resources to gather information.
- The student can use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.
- The student can use word processing or presentation software and multimedia resources to present to others.
- The student can interpret information from various sources.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

### Sample Question Stems and Performance Tasks.

- Which source would be appropriate for reaching the following information: \_\_\_\_\_?
- What is a public issue?
- Research opposing points of view on a public issue. Create a PowerPoint presentation to present to the class showing both sides of the issue. Use text evidence.
- Read a newspaper article. Identify the main idea and supporting details based on the article.

#### 4.GO.16-17 (Prior Grade Standard)

Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

#### 6.GO.9 (Future Grade Standard)

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.GO.12**

**Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.**

**Essential Understanding**

- Relationship between those in power and individual citizens
- Government structures

**Extended Understanding**

- Characteristics of government overlap

**Vocabulary**

- explain
- relationship
- structured
- limited power
- unlimited power
- democracy
- monarchy
- dictatorship
- individual rights

**Essential Skills**

- The student can explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.
- The student can define dictatorship.
- The student can define monarchy.
- The student can define democracy.
- The student can explain unlimited power.
- The student can explain limited power.
- The student can explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.
- The student can compare the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

### Sample Question Stems and Performance Tasks

- Who has the supreme power in a democracy? How is this different than a dictatorship?
- Describe key characteristics of democracies, monarchies, and dictatorships.
- Under which form of government do you want to live: a democracy, monarchy, or dictatorship. Why?
- How does the authority of the government affect the rights of citizens in each democracies, monarchies, and dictatorships?
- Describe a government with limited power?

#### 4.GO.19 (Prior Grade Standard)

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

#### 6.GO.10 (Future Grade Standard)

Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

### 5.EC.13

Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

#### Essential Understanding

- Construct a circle graph

#### Extended Understanding

- Identify relationships
- Draw conclusions

#### Vocabulary

- construct
- circle graph
- segments
- whole
- proportion

#### Essential Skills

- The student can construct a circle graph that displays information on part-to-whole relationships of data.
- The student can identify elements of a circle graph
- The student can interpret data on a circle graph.
- The student can construct a circle graph that displays information on part to whole relationships of data.
- The student can calculate percentages for a given set of data.
- The student can calculate angles.
- The student can gather information to create a circle graph.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- In grade four, students learned to work with data displayed on tables and charts. Fifth-grade students learn to work with circle graphs. A circle graph shows how an entire segment of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole database.
- For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.
- When introducing circle graphs, have students brainstorm a list of topics, possibly student favorites, to display (e.g., poll students in the class for their favorite ice cream flavors then ask them to create a circle graph that represents the preferences of the class).
- Extend student learning by having students find circle graphs in news sources. Challenge students to interpret the graphs and describe the information to their classmates.
- Instructional Resources National Council for Teachers of Mathematics - <http://illuminations.nctm.org>. For information on circle graphs, search for circle grapher.
- Connections can be made to mathematics through the creation of circle graphs from data in fractions and percentages.
- Connections can be made to the Technology Academic Content Standards, Technology and Information Literacy Standard, Benchmark A, regarding distinguishing between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to topics).

### Sample Question Stems and Performance Tasks

- Identify the parts of a circle graph (Title, Source, Section Label, and Percentages).
- Brainstorm a list of topics that you could gather data on at school. Display the data using a circle graph.
- Find circle graphs in news sources, such as newspapers, magazines, and websites. Bring in samples to share with class. Interpret the graphs and describe the information to the class.

#### 4.EC.22 (Prior Grade Standard)

Tables and charts organize in a variety of formats to help individuals understand information and issues.

#### 6.EC.11 (Future Grade Standard)

Economists compare data sets to draw conclusions about relationships among them.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.EC.14**

The choices may be individuals and governments have both present and future consequences.

**Essential Understanding**

- Explain present and future consequences

**Extended Understanding**

- Evaluate individuals and societies economic decisions

**Vocabulary**

- explain
- present consequences
- future consequences
- cost
- benefit
- scarcity

**Essential Skills**

- The student can explain the present and future consequences of an economic decision.
- The student can explain present consequences of an economic decision.
- The student can explain future consequences of an economic decision.
- The student can define scarcity.
- The student can explain economic costs.
- The student can explain economic benefits.
- The student can analyze economic costs and benefits of an economic decision.
- The student can justify an economic decision.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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).
- 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.
- Extend student learning by having them identify a well-known choice in history, such as European exploration of the Americas, then research and report on the consequences of that decision.
- Connections History Content Statement 2 and History Content Statement 3 can provide examples to evaluate present and future consequences of choices people make.
- Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark B, regarding the environmental impact of economic decisions.

### Sample Question Stems and Performance Tasks

- Create a Venn diagram to compare and contrast the present and future consequences of two choices.
- Describe the difference between economic costs and economic choices.
- Explain why scarcity requires people to make choices.

#### 4.EC.18 (Prior Grade Standard)

Laws can protect rights, provide benefits and assign responsibilities.

#### 6.EC.12 (Future Grade Standard)

The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

### 5.EC.15

The availability of productive resources (i.e., entrepreneurship, human resources, capital goods, and natural resources) promotes specialization that could lead to trade.

#### Essential Understanding

- Explain productive resources, specialization, and trade in a specific region.

#### Extended Understanding

- Connect to specialization to global trade.

#### Vocabulary

- explain
- trade
- production
- consumption
- productive resources
- human resources
- capital goods
- natural resources
- specialization
- trade
- entrepreneurship

#### Essential Skills

- The student can explain how the availability of productive resources in a specific region promotes specialization and results in trade.
- The student can describe human resources.
- The student can describe entrepreneurship.
- The student can describe capital goods.
- The student can describe natural resources.
- The student can define specialization.
- The student can explain why people trade.
- The student can explain how productive resources influence the production of goods and services.
- The student can connect the availability of productive resources in a specific region to specialization and trade.



### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Human resources consist of the talents and skills of human beings that contribute to the production of goods and services.
- Capital goods consist of human-made materials needed to produce goods and services. Capital goods include buildings, machinery, equipment and tools.
- Natural resources are productive resources supplied by nature (e.g., ores, trees, arable land).
- Specialization 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.
- To introduce new vocabulary related to productive resources, provide students with objects or pictures and have them categorize whether each is a human resource, capital good or natural resource. Connect to specialization by asking students to brainstorm products that could be made with each object. Then, have students look at the objects/pictures that other students have and discuss what products might be traded.
- 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.
- Economics Academy 101- <http://www.westernreservepublicmedia.org/economics/index.htm>. This site offers videos and activities on multiple topics including scarcity and productive resources.
- Lesson Plan: Hawaiian Economics: From the Mountain to the Sea - <http://www.econedlink.org/lessons/index.php?lid=470&type=student>. 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.

### Sample Question Stems and Performance Tasks

- Give two examples of natural resources, human resources, and capital goods.
- How do productive resources influence the production of goods and services in a region?
- Which of the following describes productive resources like machines and buildings?
- Which is an example of a human resource?
- 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?

#### 4.EC.10 (Prior Grade Standard)

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

#### 6.EC.14 (Future Grade Standard)

When regions and/or countries specialize, global trade occurs.

Ohio's Learning Standards – Clear Learning Targets

Social Studies, Grade 5

**5.EC.16**

The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

**Essential Understanding**

- Explain connections between productive resources and productive capacity

**Extended Understanding**

- Explain connections between productive resources, specialization,

**Vocabulary**

- explain
- Productive capacity
- Division of labor
- Productive resources

**Essential Skills**

- The student can explain how the availability of productive resources and the division of labor influence productive capacity.
- The student can explain the role productive resources to produce goods and services.
- The student can explain division of labor.
- The student can explain productive capacity.
- The student can connect predict the productive capacity of a region.
- The student can compare the productive capacity of different regions.
- The student can determine the benefits and drawbacks of division of labor.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Create a simulation that demonstrates shortages of resources, capital and labor. Have a product for students to create (such as hearts or other 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.
- Lesson Plan: Widget Production: Producing More, Using Less - <http://www.econedlink.org/lessons/index.php?lid=539&type=educator>. 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.

### Sample Question Stems and Performance Tasks

- Which statement correctly explains productive capacity?
- Which is an example of how availability of productive resources can influence productive capacity?
- What is division of labor? What are the benefits and drawbacks of division of labor?
- Imagine that you are going to start a new business. What service or good you will provide? What productive resources you will need? How will use division of labor? Write a business plan that summarizes your proposed business.

#### 4.EC.23 (Prior Grade Standard)

Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

#### 6.EC.15 (Future Grade Standard)

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

### 5.EC.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.

#### Essential Understanding

- Specialization and trade lead to interdependency

#### Extended Understanding

- Examine global trade

#### Vocabulary

- Explain
- specialization
- global economy
- interdependence
- exports
- imports
- trading partners
- market

#### Essential Skills

- The student can explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.
- The student can define specialization.
- The student can define interdependence.
- The student can define exports.
- The student can define imports.
- The student can give examples of interdependency among countries in the Western Hemisphere.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Provide students with data on the major imports and exports of North America and South America. Data can be generalized by region or specific to the most prominent trading countries. Have students create illustrations, either on paper or electronically, to show the flow of products from country to country or region to region. Illustrations could be drawn on maps or created using graphics software.
- Connect the study of trade and specialization with Geography Content Statement 6. Students can explore thematic maps showing economic characteristics of various regions.

## Sample Question Stems and Performance Tasks

- What is one result of specialization?
- 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.
- Which statement describes what takes place in a global economy?
- List two reasons why countries and regions specialize and trade.
- What means of transportation and communication do we use today that make the economy more global?
- Create a graphic organizer or illustration to show exports from and imports into a country in the Western Hemisphere.

### 4.EC.23 (Prior Grade Standard)

Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

### 6.EC.15 (Future Grade Standard)

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

# Ohio's Learning Standards – Clear Learning Targets

## Social Studies, Grade 5

**5.EC.18**

**Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.**

**Essential Understanding**

- Research personal career interest.

**Extended Understanding**

- Evaluate personal career interests.

**Vocabulary**

- career
- interests
- knowledge
- abilities
- skills
- experience
- financial security

**Essential Skills**

- The student can identify a career of personal interest and research the knowledge, skills and experiences required to be successful.
- The student can define and give examples of careers.
- The student can define and give examples of knowledge.
- The student can define and give examples of skills.
- The student can define and give examples of experiences.
- The student can identify a career of personal interest.
- The student can use online and offline sources to research the knowledge, skills, and experiences for different careers.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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: Knowledge – degree, certification, license Skills – technical, entrepreneurial Experiences – entry-level jobs, internship, apprenticeship, life
- Have students draw conclusions from economic data. Provide students with data on average income and expected level of educational achievement for selected occupations. 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.
- Lesson Plan: It Pays to Stay in School - <http://www.econedlink.org/lessons/index.php?lid=349&type=educator>. 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.
- Connections can be made with the Technology Academic Content Standards, Technology Design Standard, Benchmark B, regarding the world of work with engineering and the need for specialized training in the areas of energy and power, transportation, manufacturing, construction, information and communication, medical, and agricultural and related biotechnologies.
- Career Connection Host career speakers that represent varied levels of education and training, salaries, and industries to share

### Sample Question Stems and Performance Tasks

- What are some of your interests, knowledge, and abilities?
- What are some things that can positively influence and negatively influence your career choice?
- Choose two careers to research. Describe the knowledge, skills, and experience required for each career.
- Which factor is likely to improve someone's ability to earn income?

#### 4.EC.24 (Prior Grade Standard)

Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

#### 6.EC.16 (Future Grade Standard)

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.