







Social Studies Grade 5

Teacher: DIANE BURROWS

Month	Content and Essential Questions	Skills	Assessment	Resources
September 2008	 Where is this place?	Determine absolute and relative location. Identify different types of maps (physical, political, etc.). Use map key and scale. Locate major political centers of government in the Western Hemisphere.	Be able to describe relative location. Use latitude and longitude to find a location. Draw maps of different types. Include a scale and or a key. Label major political centers on a map of the Western Hemisphere.	Geography <u>Geography: Tools and Concepts</u> : Prentice Hall <u>The United States and Canada</u> Chapter 1 Prentice Hall <u>Latin America</u> chapter 1 Prentice Hall Geography Themes: Brain Pop Five Themes of Geography: Smartboard, Antisin's shared folder "Geography: Five Themes for Planet Earth" Safari Montage Video Location <u>Geography: Tools and Concepts</u> : Chapter 1 Prentice Hall "Map Skills": Brain Pop Geographical Terms: Smartboard, Fifth Grade shared folder Map symbols: Smartboard, Fifth Grade shared folder "Latitude and Longitude": Brain Pop Latitude and Longitude: from Smartboard Resources "Continents of the World": Brain Pop Continents: Smartboard, Fifth Grade shared folder Maps of South America: Smartboard, Antisin's shared folder Map of South America: Smartboard, Antisin's shared folder Maps and Globes: Smartboard, Antisin's shared folder NY State map: Smartboard, Antisin's shared folder US and Canada maps: Smartboard, Antisin's shared folder World map: Smartboard, Antisin's shared folder <u>Finding Your Way</u> Pacific Learning
	 What factors influence where people live?	Identify the key physical and human characteristics of the Western Hemisphere. Identify the major landforms of the Western Hemisphere. Differentiate between political and physical features of the hemisphere. Identify the effects of climate due to elevation. Understand seasons.	Draw and label political and physical maps of states in the United States, provinces of Canada and countries of Latin America. Draw landforms and or be able to use the landform correctly in a sentence. Describe how elevation affects climate. Identify seasons in the Northern and Southern Hemispheres.	
	 What are the unifying characteristics of an area?	Identify what makes a region a region. Know the characteristics of a variety of specific regions: physical, human, political, cultural, economic, population, etc.	Be able to read a variety of region maps and identify the characteristics that a region has in common.	
	 How do people use this place?	Determine how the environment affects the		




Month	Content and Essential Questions	Skills	Assessment	Resources
	<p>How do people change this place?</p> <p> How has this place been affected by the movement of people, goods, and ideas?</p>	<p>use of a place.</p> <p>Determine the positive and negative effects of human activity on the environment.</p> <p>Determine who/ where/ when people migrate and immigrate.</p> <p>Determine factors that influence people to migrate.</p> <p>Determine effects of migration.</p> <p>Determine where most people in the Western Hemisphere live.</p>	<p>Be able to show through writing, drawing, or debating how humans affect the environment both positively and negatively.</p> <p>Using maps, charts, and graphs be able to show from where people have come. Be able to discuss this information either orally or in written form.</p>	<p>Nonfiction Level U</p> <p>"Maps and Globes" Safari Montage Video</p> <p>"Physical Geography of Canada" Safari Montage Video</p> <p>"The Geography of Canada" Safari Montage Video</p> <p><u>Voice of the Glacier/ Volcano Watch</u> Prentice Hall Level T</p> <p>Place</p> <p><u>Geography: Tools and Concepts</u>: Chapter 2 Prentice Hall</p> <p>"Time Zones": Brain Pop</p> <p>"Daylight Savings Time": Brain Pop</p> <p>Physical Geography: Smartboard, Antisin's shared folder</p> <p><u>Island Beginnings</u> Pacific Learning</p> <p>Double Takes Nonfiction Level T</p> <p>States and Provinces: Smartboard, Antisin's shared folder</p> <p><u>Canada's French Province</u>: Time for Kids reader, Rochelle's room</p> <p><u>Visit Vancouver</u>: Time for Kids reader, Rochelle's room</p> <p><u>The Mighty Mississippi</u>: Time for Kids reader, Rochelle's room</p> <p><u>Americas Other Coast</u>: Time for Kids reader, Rochelle's room</p> <p>"Jamaica: My Home Country" <u>A Sense of Place</u> Pacific Learning Collections</p> <p>"Where am I?" <u>A Sense of Place</u> Pacific Learning Collections</p> <p><u>Remembering the Big Quake</u> Pacific Learning Nonfiction Level T</p> <p><u>Hawaiian Magic</u> Pacific Learning Nonfiction Level T</p> <p><u>Maui's Fish</u> Pacific Learning Double Take Fiction Level T</p> <p>Regions</p> <p><u>The United States and Canada</u> Chapter 4 Prentice Hall</p> <p><u>Latin America</u> chapter 4 an 5 Prentice Hall</p>


Month	Content and Essential Questions	Skills	Assessment	Resources
				<p>"North Pole": Brain Pop 'South Pole": Brain Pop Human-Environment Interaction <u>Our Changing Earth</u> Prentice Hall Nonfiction Level V <u>News Flash</u> Prentice Hall Nonfiction Level V <u>Geography: Tools and Concepts</u>: Chapter 5 Prentice Hall <u>Spoiled by Oil</u> Pacific Learning Double Take Fiction Level S Movement <u>Geography: Tools and Concepts</u>: Chapter 3 Prentice Hall <u>The United States and Canada</u> Chapter 3 Prentice Hall <u>Latin America</u> chapter 3 Prentice Hall Immigration: Smartboard, Antisin's shared folder <u>Journey to Ellis Island</u>: Scholastic, Rochelle's room <u>Today I am an American</u>: Rochelle's room <u>Rebecca's Story</u>: Rochelle's room "Ellis Island" <u>A Sense of Place</u> Pacific Learning collections "Waiting for a New Life" <u>Who am I?</u> Pacific Learning Collections</p>
December 2008	 How would your point of view change if....?	Be able to view an historical event from more than one point of view. Examples: Westward Expansion from point of view of the pioneers and Native Americans. Trail of Tears: U.S. Government and Cherokees French Canadian Separatist Movement: Canadians and Quebeckers	Write a persuasive essay or have a debate presenting more than one viewpoint.	History <u>The United States and Canada</u> Chapter 2 Prentice Hall <u>Latin America</u> chapter 2 Prentice Hall Change <u>The United States and Canada</u> Chapter 2 Prentice Hall <u>Latin America</u> chapter 2 Prentice Hall European Conquest: Smartboard, Antisin's shared folder <u>From Dust to Hope</u> McGraw-Hill Level T "American Revolution": Brain Pop

Month	Content and Essential Questions	Skills	Assessment	Resources
	<p>SS Who helped change the United States? Canada? Latin America?</p> <p>SS How have people from other cultures changed the United States, Canada, and Latin America?</p> <p>How have different cultural groups contributed to the diversity in the Western Hemisphere?</p> <p>SS What are major turning points in the history of the Western Hemisphere?</p>	<p>Be able to identify key figures/ groups in the Western Hemisphere who have contributed to the development of the United States, Canada, and Latin America.</p> <p>Be able to identify ideas and ways of life that other cultures have contributed to the U.S., Canada, and Latin America.</p> <p>Be able to identify major cultural influences in the United States, Canada, and Latin America. Examples: Native Americans in all parts of the Western Hemisphere French in Canada Spanish in Latin America</p> <p>Be able to Identify the impact of major turning points such as: Exploration Westward migration and expansion Population movement from rural to urban Industrial Revolution</p>	<p>Choose a key figure and present their contributions to the Western Hemisphere. Possible presentations could be written, oral, computer programs such as photo story, or other projects.</p> <p>Sort cultural characteristics into a chart. Identify what cultural influences can be found in our community.</p> <p>Compare the cultural influences in two different regions.</p> <p>Be able to explain in written or oral form important turning points.</p>	<p>"Causes of the American Revolution": Brain Pop "Civil War": Brain Pop "Causes of the Civil War": Brain Pop "Cold War": Brain Pop <u>Lewis and Clark</u>: Time for Kids reader, Rochelle's room <u>Lewis and Clark</u> 5th Grade Storage Level T <u>The Golden Spike</u>: Time for Kids reader, Rochelle's room <u>Wagons West</u>: Time for Kids reader, Rochelle's room <u>The Journey West</u>: Rigby <u>Pioneer Living</u>: Time for Kids reader, Rochelle's room Westward Expansion: Smartboard: Shared folder Splendorio "Gold Rush": Brain Pop "Horrible Histories" Safari Montage Video "Great Depression": Brain Pop "Causes of the Great Depression": Brain Pop <u>A Jar of Dreams</u> 5th Grade Storage Level R "New Deal": Brain Pop "Industrial Revolution": Brain Pop <u>Orphan Train Home</u>: Rochelle's room "Thirteen Colonies": Brain Pop "Underground Railroad": Brain Pop "Womens Suffrage": Brain Pop "World War I": Brain Pop "World War II": Brain Pop History of Latin America: Smartboard, Antisin's shared folder History of the Americas: Smartboard, Antisin's shared folder American History timeline: Smartboard, Antisin's shared folder "Exploring the Lost City of Machu Picchu" <u>New Horizons</u> Pacific Learning</p>

Month	Content and Essential Questions	Skills	Assessment	Resources
				<p>Collections</p> <p><u>Simon Bolivar: The Liberator</u> 5th Grade Storage</p> <p><u>And Then What Happened Paul Revere?</u> 5th Grade Storage Level R</p> <p>Culture</p> <p><u>Geography: Tools and Concepts:</u> Chapter 4 Prentice Hall</p> <p><u>The United States and Canada</u> Chapter 3 and 5 Prentice Hall</p> <p><u>Latin America</u> chapter 3 Prentice Hall</p> <p>What is Culture? : Smartboard, Antisin's shared folder</p> <p>Cultures of Latin America: Smartboard, Antisin's shared folder</p> <p>"Native Americans": Brain Pop</p> <p>"Immigration": Brain Pop</p> <p>"New Years": Brain Pop</p> <p>"Thanksgiving": Brain Pop</p> <p>"Winter Holidays": Brain Pop</p> <p>"Alutiiq Nation" <u>A Sense of Place</u> Pacific Learning Collections</p> <p><u>Living With the Nenets</u> Prentice Hall</p> <p>Empathy</p> <p><u>The United States and Canada</u> Chapter 5 Prentice Hall</p> <p><u>Latin America</u> chapters 3, 4, 6 Prentice Hall</p> <p>"Slavery": Brain Pop</p> <p><u>The United States and Canada</u> All Chapters Prentice Hall</p> <p><u>Latin America</u> All Chapters Prentice Hall</p> <p><u>Franklin Delano Roosevelt</u> McGraw Hill Level S</p> <p>"Benjamin Franklin": Brain Pop</p> <p>"George Washington": Brain Pop</p> <p><u>George Washington: the Man Who Would Not Be King</u> 5th Storage Level U</p> <p>"Martin Luther King": Brain Pop</p> <p><u>The Last Princess</u> 5th Grade Storage</p> <p><u>Geography: Tools and Concepts:</u> Chapter</p>

Month	Content and Essential Questions	Skills	Assessment	Resources
<p>March 2009</p>	<p>SSSS How are the rights of citizens in the U.S. similar to and different from the rights of citizens in other nations of the Western Hemisphere?</p> <p>How are the responsibilities of the citizens in the U.S. similar to and different from the responsibilities of other nations in the Western Hemisphere?</p> <p>What are the patriotic celebrations in the different parts of the Western Hemisphere? Monuments? Memorials?</p> <p>SSSS How do Constitutions, rules, and laws help societies maintain order, provide security, and protect individual rights?</p> <p>What are the differences in the governments of the U.S., Canada, and Latin American countries today?</p>	<p>Be able to Identify and compare the views of the U.S., Canada, and major Latin American countries about citizen rights and responsibilities.</p> <p>Be able to identify major patriotic celebrations in the U.S..</p> <p>Be aware of similar celebrations in other parts of the Western Hemisphere.</p> <p>Know major monuments and memorials in the United States.</p> <p>Be able to identify what rights are provided by documents such as the Bill of Rights and the U.S. Constitution. Compare these rights with rights in Canada and other Western Hemisphere countries.</p> <p>Be able to compare the democracies in the</p>	<p>Compare the rights and responsibilities of United States citizens and another country of the Western Hemisphere.</p> <p>Sort various holidays into a chart matching holidays that are similar to those held in other countries. Example: Independence Day</p> <p>Given a map of Washington, D.C. match the names of monuments to the monument.</p> <p>In written or chart form compare governments in the Western Hemisphere.</p>	<p>4 and 5 Prentice Hall <u>The United States and Canada</u> Chapters 4 and 5 Prentice Hall <u>Latin America</u> Chapters 4 and 6 Prentice Hall</p> <p>Government <u>Geography: Tools and Concepts</u>: Chapter 4 Prentice Hall <u>The United States and Canada</u> Chapter 2 Prentice Hall <u>Latin America</u> chapter 2 Prentice Hall Citizenship Geography Tools and Concepts Chapter 4 Prentice Hall <u>Latin America</u> Chapters 4 and 6 Prentice Hall <u>The Peace Corps</u> McGraw Hill Level T <u>Vote for Me</u> McGraw Hill Level W <u>The Day My Grandpa Voted</u> McGraw Hill Level V <u>Voting in America</u> McGraw Hill Level X "Voting": Brain Pop "Civil Rights": Brain Pop Government <u>Geography Tools and Concepts</u>. Chapter 4 Prentice Hall <u>Latin America</u> Chapters 4 and 6 Prentice Hall Government: Smartboard, Antisin's shared folder "Declaration of Independence": Brain Pop "U.S. Constitution": Brain Pop "Bill of Rights": Brain Pop "Democracy": Brain Pop "Branches of Government": Brain Pop "The Three Branches of Government" Safari Montage Video "How a Bill Becomes a Law": Brain Pop "Presidential Election": Brain Pop</p>

Month	Content and Essential Questions	Skills	Assessment	Resources
	<p>How can citizens live together?</p> <p>How can citizens support the proper use of authority or combat abuse of authority?</p>	<p>United States, Canada, and Mexico.</p> <p>Be aware of the form of governments in several Latin American countries.</p> <p>Know what powers are given to each level of government.</p> <p>Know the responsibilities of each branch of government.</p>	<p>Be able to sort powers of the levels of government into three categories: Local, State, and Federal.</p> <p>Be able to sort the responsibilities of the branches of governments into the tree branches.</p>	<p>"Presidential Power": Brain Pop "Federal, State, and Local Government" Safari Montage Video Economics <u>The United States and Canada</u> Chapter 4 Prentice Hall <u>Latin America</u> Chapter 4 Prentice Hall "What is Economics?" Safari Montage Video Economic Systems <u>The United States and Canada</u> Chapter 4 Prentice Hall <u>Latin America</u> Chapter 4 Prentice Hall</p>
	<p> How does the geography, climate, and resources affect the economy of a nation?</p> <p>How does the economy in one nation affect the economy in other nations?</p>	<p>Be able to demonstrate how scarcity, supply and demand, and resources affect the economy of a nation.</p> <p>Compare two nations with different economic systems. Be able to answer what goods and services are produced and who will receive these goods and services.</p>	<p>Write a paragraph explaining how scarcity, supply and demand, and resources affect the economy of a nation.</p> <p>Use a chart to compare two nations with different economic systems. Include what goods and services are produced and who will receive these goods and services.</p>	<p>Needs and Wants <u>The United States and Canada</u> Chapter 4 Prentice Hall <u>Latin America</u> Chapter 4 Prentice Hall "Supply And Demand": Brain Pop "Starting a Business" Safari Montage Video <u>A Basket of Bangles</u> classroom Interdependence <u>Geography: Tools and Concepts</u>: Chapter 4 and 5 Prentice Hall <u>The United States and Canada</u> Chapters 4 and 5 Prentice Hall <u>Latin America</u> Chapters 4 and 6 Prentice Hall</p>
	<p> How do we satisfy our needs and wants?</p>	<p>Be able to identify where items found at home such as different foods, articles of clothing, furniture, transportation and electronics came from. Be able to classify these items as needs and wants.</p>	<p>Sort names of items into the categories needs and wants .</p>	<p>"U.S. Industry and Resources" Safari Montage Video Technology <u>Geography: Tools and Concepts</u> Chapter 4 Prentice Hall "Assembly Line": Brain Pop</p>
	<p> What resources are available in the countries of the Western Hemisphere?</p>	<p>Be able to identify resources available to the U.S., Canada, and selected Latin American countries.</p>	<p>Produce a product/ natural resource map for selected countries in the Western Hemisphere.</p>	

Month	Content and Essential Questions	Skills	Assessment	Resources
	<p>How do these resources affect economic development?</p> <p>How do the nations of the Western Hemisphere depend on one another for resources and products?</p> <p>What agreements are made between nations to promote economic growth and development?</p> <p> How has the exchange of technology throughout history influenced the nations of North and South America?</p>	<p>Know how resources affect products, jobs, and imports and exports.</p> <p>Know what a one resource economy is and what happens if the resource is no longer available or needed.</p> <p>List several technologies(ex: steam engine, telephone, computers). Know when it was developed, when it was utilized by a nation and what effect it had on the nation.</p>	<p>Write a paragraph about how resources affect products, jobs, and imports and exports in the Western Hemisphere. Explain what happens when a product is no longer needed or available.</p> <p>Using knowledge of technologies, complete a cause and effect chart.</p>	