SOCIAL STUDIES

REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

GRADE 5

Curriculum Map
and Standards

2015-2016

CURRICULUM RESOURCES

Aligned with Ohio’s Learning Standards for Social Studies

Office of Teaching and Learning – Curriculum Division
Social Studies 5 Curriculum Map

For instructional strategies and resources, go to: www.ccsoh.us/socialstudies5.aspx.

* Each unit is allocated an approximate number of weeks using a traditional period schedule. Teachers should adjust these timeframes as needed based on student mastery and formative assessment data.

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<tr>
<th>Unit 1. Social Studies Thinking and Skills</th>
<th>Unit 3. Human Geography of the Western Hemisphere</th>
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<tr>
<td>1.1 Time Lines (Content Statement 1)</td>
<td>3.1 Physical Environments and Human Activities</td>
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<td>1.2 Spatial Thinking and Skills (Content Statements 4-6)</td>
<td>(Content Statements 6, 7)</td>
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<td>1.3 Civic Participation and Skills (Content Statements 11, 13)</td>
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Note: Content Statements 1, 4-6, 11, and 13 are process (skill) standards that should be incorporated into each unit.

Grading Period 1 – 9 weeks

<table>
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<tr>
<th>Unit 2. American Indians</th>
<th>Unit 3. Human Geography of the Western Hemisphere</th>
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<td>2.2 Cultural Groups of North and South America (Content Statement 8)</td>
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Grading Period 2 – 7 weeks

Grading Period 2 – 2 weeks

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<tr>
<th>Unit 3. Human Geography of the Western Hemisphere</th>
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<td>3.2 Effects of European Colonization  (Content Statement 3)</td>
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<td>3.3 Cultural Diversity  (Content Statements 6, 10)</td>
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<td>3.4 Movement of People, Products, and Ideas  (Content Statement 9)</td>
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Grading Period 3 – 9 weeks

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<th>Unit 4. Government and Economics</th>
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<td>4.1 Types of Government (Content Statement 12)</td>
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<td>4.2 Economic Decision Making and Skills  (Content Statements 13-17)</td>
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<td>4.3 Financial Literacy  (Content Statement 18)</td>
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Grading Period 4 – 9 weeks
THEME: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

HISTORY STRAND

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement:
1. Multiple-tier timelines can be used to show relationships among events and places.

TOPIC: EARLY CIVILIZATIONS

Content Statements:
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.

TOPIC: HERITAGE

Content Statements:
3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

GEOGRAPHY STRAND

TOPIC: SPATIAL THINKING AND SKILLS

Content Statements:
4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
5. Latitude and longitude can be used to make observations about location and generalizations about climate.

TOPIC: PLACES AND REGIONS

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

TOPIC: HUMAN SYSTEMS

Content Statements:
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
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.
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.
10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.
GOVERNMENT STRAND

TOPIC: CIVIC PARTICIPATION AND SKILLS

Content Statement:
11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT

Content Statement:
12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

ECONOMICS STRAND

TOPIC: ECONOMIC DECISION MAKING AND SKILLS

Content Statements:
13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
14. The choices people make have both present and future consequences.

TOPIC: SCARCITY

Content Statement:
15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

TOPIC: PRODUCTION AND CONSUMPTION

Content Statement:
16. The availability of productive resources and the division of labor impact productive capacity.

TOPIC: MARKETS

Content Statement:
17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

TOPIC: FINANCIAL LITERACY

Content Statement:
18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.