



# **Social Studies**

**Grade 5**

**Regions and People of the Western Hemisphere**

**2025-2026**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Timeframe;
- Strand;
- Topic; and
- Standard.



### Scope and Sequence

The Scope and Sequence provides an overview of each grading period, including:

- Timeframes;
- Standards; and
- Lesson Resources.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Essential Understanding;
- Academic Vocabulary;
- Success Criteria;
- Instructional Strategies;
- Sample Questions and Performance Tasks; and
- Instructional Resources.

## Year-at-a-Glance

|                  |  |   |   |  |
|------------------|--|---|---|--|
| Grading Period 1 | Unit 1. Social Studies Skills  |   |   | 9 weeks  |
|                  | <b>Timelines</b><br>History Learning Target 1  | <b>Geography Tools and Skills</b><br>Geography Learning Targets 4, 5          | <b>Using Information</b><br>Government Learning Target 11<br>Economics Learning Target 13 |  |
|                  | <b>Note:</b> Skills learning targets 1, 4, 5, 6, 11, and 13 should be introduced in Grading Period 1 and integrated throughout the course. |   |   |  |
| Grading Period 2 | Unit 2. Early History and Geography of the Western Hemisphere  |   |   | 9 weeks  |
|                  | <b>Early Indian Civilizations</b><br>History Learning Target 2   | <b>American Indian Culture Groups</b><br>Geography Learning Target 8          | <b>Regions of the Western Hemisphere</b><br>Geography Learning Targets 6, 7               |  |
| Grading Period 3 | Unit 3. Exploration and Colonization of the Western Hemisphere   |   |   | 9 weeks  |
|                  | <b>European Exploration and Colonization</b><br>History Learning Target 3  | <b>Movement of People, Products, and Ideas</b><br>Geography Learning Target 9 | <b>Cultural Diversity</b><br>Geography Learning Target 10                                 |  |
| Grading Period 4 | Unit 4. Government and Economics   |   |   | 9 weeks  |
|                  | <b>Types of Government</b><br>Government Learning Target 12  | <b>Economic Choices &amp; Scarcity</b><br>Economics Learning Targets 14, 15   | <b>Production, Consumption, and Markets</b><br>Economics Learning Targets 16, 17          | <b>Financial Literacy: Working and Earning</b><br>Economics Learning Target 18 |

## Scope and Sequence

| Grading Period I | Unit 1. Social Studies Skills |   |  |  | 9 weeks |
|------------------|-------------------------------|---|--|--|---------|
|                  | Lesson                        | Standards / Learning Targets  | Strategies/Activities  | Instructional Resources  |         |
|                  | Timelines                     | <a href="#">History 1. Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</a>  | <ul style="list-style-type: none"> <li>Create a classroom or hall timeline that spans across B.C.E and C.E.</li> <li>Create a human timeline</li> <li>Math connection: number lines with positive and negative numbers</li> </ul>  | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 12, Chronological Timelines</li> </ul> <ul style="list-style-type: none"> <li><a href="#">Timelines Lesson</a> (CCS)</li> <li><a href="#">ReadWriteThink Timeline Tool</a></li> </ul>  |         |
|                  | Geography Tools and Skills    | <a href="#">Geography 4. Use appropriate geographic tools to gather, process, and report information about people, places, and environments.</a><br><br><a href="#">Geography 5. Use location to make generalizations about climate.</a>                    | <ul style="list-style-type: none"> <li>Create a set of questions for classmates using a given map</li> <li>Mark equator, prime meridian, latitude and longitude on a 3 dimensional representation</li> <li>Research and compare climates of 2 cities with different latitudes</li> </ul> | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 1, Geographic Tools</li> <li>Periodical 3, Locations</li> </ul> Canvas Inquiry <ul style="list-style-type: none"> <li>Unit 1: What is the Relationship between Surface Water Location and Population Density?</li> </ul> <ul style="list-style-type: none"> <li><a href="#">Nystrom World Atlas.com</a></li> </ul> |         |
|                  | Using Information             | <a href="#">Government 11. Investigate, organize, and communicate information on a public issue using multiple sources.</a><br><br><a href="#">Economics 13. Interpret a circle graph that displays information on part-to-whole relationships of data.</a> | <ul style="list-style-type: none"> <li>Research and present opposing points of view on a public issue</li> <li>Use technology to present research findings to the class</li> <li>Locate circle graphs in news sources and interpret and describe the information</li> </ul>              | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 13, Historical Sources</li> <li>Periodical 2, Data</li> </ul> <ul style="list-style-type: none"> <li><a href="#">World Book Kids</a> (INFOhio)</li> <li><a href="#">Capstone/PebbleGo Next ebooks and articles</a> (INFOhio)</li> </ul>  |         |

| Grading Period 2 | Unit 2. Early History and Geography of the Western Hemisphere |   |   | 9 weeks  |
|------------------|---|---|---|--|
|                  | Lesson  | Standards / Learning Targets  | Strategies/Activities   | Instructional Resources  |
|                  | Early Indian Civilizations                                    | <a href="#">History 2. Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).</a>  | <ul style="list-style-type: none"> <li>Graphic organizer to compare characteristics of four civilizations</li> <li>Diary entry from perspective of a person living in one of the civilizations</li> <li>Research early Indian civilizations - present an infomercial or museum exhibit</li> </ul>   | <p><i>Studies Weekly: Regions and People of the Western Hemisphere</i></p> <ul style="list-style-type: none"> <li>Periodical 14, Ancient Civilizations of the Americas</li> </ul> <p>Canvas Inquiry</p> <ul style="list-style-type: none"> <li>Unit 2: What Makes a Society Complex?</li> </ul>  |
|                  | American Indian Culture Groups                                | <a href="#">Geography 8. Compare cultural groups among American Indians in North and South America.</a>   | <ul style="list-style-type: none"> <li>Create a map showing different regions of American Indian cultural groups</li> <li>Research a cultural group and present to the class</li> <li>Create a product (illustration, song, poem) about a cultural group</li> </ul>   | <p><i>Studies Weekly: Regions and People of the Western Hemisphere</i></p> <ul style="list-style-type: none"> <li>Periodical 15, Native Tribes of North America</li> <li>Periodical 16, Government and Cultures of Native Peoples</li> </ul> <ul style="list-style-type: none"> <li><a href="#">Capstone/PebbleGo Next ebooks - Indigenous Peoples' History</a></li> </ul> |
|                  | Regions of the Western Hemisphere                             | <p><a href="#">Geography 6. Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.</a></p> <p><a href="#">Geography 7. Explain how variations among physical environments in the Western Hemisphere influence human activities.</a></p> <p><a href="#">Explain how human activities have altered the physical environments of the Western Hemisphere.</a></p> | <ul style="list-style-type: none"> <li>Label regions of the Western Hemisphere on a map</li> <li>Venn Diagram: Compare climate of North America and South America</li> <li>Write a travel diary entry about differences between two climates</li> <li>Create a map with regions using different criteria</li> <li>Create one of 3 types of maps for a region (general reference, thematic, navigational)</li> </ul> | <p><i>Studies Weekly: Regions and People of the Western Hemisphere</i></p> <ul style="list-style-type: none"> <li>Periodical 4, North American Regions</li> <li>Periodical 6, Regions of South America</li> </ul>  |

| Unit 3. Exploration and Colonization of the Western Hemisphere |   |   |   |  | 9 weeks |
|--|---|---|---|--|---------|
| Grading Period 3   | Lesson                                  | Standards / Learning Targets  | Strategies/Activities   | Instructional Resources  |         |
|  | European Exploration and Colonization   | <a href="#">History 3. Describe lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemisphere.</a> | <ul style="list-style-type: none"> <li>Identify places on a map that reflect Spanish influence</li> <li>Create a digital or hard copy scrapbook of lasting effects of European colonization</li> <li>Cause/Effect chart: impact of European colonization</li> <li>Write an essay on lasting effects of European exploration on the Western Hemisphere</li> </ul>  | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 18, European Exploration of the Americas</li> <li>Periodical 19, The Columbian Exchange</li> <li>Periodical 20, Colonization</li> <li>Periodical 21, Lasting Effects of Colonization</li> </ul> Canvas Inquiry <ul style="list-style-type: none"> <li>Unit 3: What Type of Sources are Useful for Writing about the Past?</li> </ul> |         |
|  | Movement of People, Products, and Ideas | <a href="#">Geography 9. Explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Western Hemisphere.</a>         | <ul style="list-style-type: none"> <li>Read short biographies of people who immigrated and identify push and pull factors</li> <li>Use notecards with factors to play a game—categorize factors as political, environmental, or social, economic</li> </ul>   | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 17, Trade and Economics in the Western Hemisphere</li> </ul>   |         |
|  | Cultural Diversity                      | <a href="#">Geography 10. Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.</a>                            | <ul style="list-style-type: none"> <li>Use maps to identify major languages spoken in North and South America</li> <li>Create a collage (physical or electronic) of objects representing the artistic expression, language, religion and food of a specific culture in the Western Hemisphere.</li> <li>Identify examples from media of the influence of American Indians, Europeans, Asians, and Africans in the Western Hemisphere</li> </ul> | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 10, Cultural Diversity: Architecture, Arts, and Foods</li> <li>Periodical 11, Cultural Diversity: Celebrations, Language, and Religion</li> </ul>  |         |

| Grading Period 4 | Unit 4. Government and Economics        |  |   | 9 weeks  |
|------------------|---|--|---|--|
|                  | Lesson                                  | Standards / Learning Targets   | Strategies/Activities   | Instructional Resources  |
|                  | Types of Government                     | <a href="#">Government 12. Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy.</a>   | <ul style="list-style-type: none"> <li>Graphic Organizer - key characteristics of democracies, dictatorships, and monarchies</li> <li>Use picture books to introduce types of government</li> <li>Research types of government in various countries today</li> </ul>  | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 28, Government and Economics</li> </ul>  |
|                  | Economic Choices & Scarcity             | <a href="#">Economics 14. Explain the present and future consequences of an economic decision.</a><br><br><a href="#">Economics 15. Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.</a>   | <ul style="list-style-type: none"> <li>Match economic choice scenario cards with consequences cards</li> <li>Review choices made in history and their consequences</li> <li>Categorize human resources, capital goods, and natural resources</li> <li>Write a plan for starting a new business that includes goods, services, and productive resources</li> </ul> | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 23, Goods and Services</li> <li><a href="#">EconEd Lessons</a></li> </ul>  |
|                  | Production, Consumption, and Markets    | <a href="#">Economics 16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</a><br><br><a href="#">Economics 17. Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.</a> | <ul style="list-style-type: none"> <li>Create a simulation to demonstrate shortages of resources, capital and labor</li> <li>Analyze data sets on major imports and exports of South America</li> <li>Create illustrations to show the flow of products from country to country or region to region</li> </ul>  | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 24, Specialization and Division of Labor</li> <li>Periodical 25, Interdependence</li> </ul> Canvas Inquiry <ul style="list-style-type: none"> <li>Unit 4: Why Do Countries Engage in Trade?</li> </ul> |
|                  | Financial Literacy: Working and Earning | <a href="#">Economics 18. Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.</a>  | <ul style="list-style-type: none"> <li>Draw conclusions from data on average income and expected level of educational achievement</li> </ul>  | <i>Studies Weekly: Regions and People of the Western Hemisphere</i> <ul style="list-style-type: none"> <li>Periodical 32, Economic Decisions</li> </ul>  |

## Curriculum and Instruction Guide

### Unit 1. Social Studies Skills

#### Unpacked Standards / Clear Learning Targets

**History Learning Target 1. Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.**

History Content Statement 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Essential Understanding**

- Chronological thinking
- Temporal sequence
- Appropriate titles
- Evenly spaced intervals for years, decades, and centuries
- Cause and effect relationships

**Extended Understanding**

- Cause and effect relationships

**Academic Vocabulary/Language**

**Tier 2**

analyze

**Tier 3**

B.C. and A.D.  
B.C.E. and C.E.  
centuries  
decades  
events  
occurrence  
years

**Success Criteria**

- Ia. I can list events in historical order.
- Ib. I can arrange events from a timeline in order.
- Ic. I can differentiate conventions of B.C./A.D. and B.C.E./C.E.
- Id. I can arrange events on a timeline in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
- Ie. I can create a multiple-tier timeline of major events.
- If. I can explain relationships among events on a timeline.
- Ig. I can explain and give examples of historical events shaped by cause-and-effect relationships.

**HI.4.1 (Prior Grade Standard)**

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

**HI.6.1 (Future Grade Standard)**

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



**Content Elaborations**

In grade four students learned the use of single-tier timelines.

Grade five students build on the use of single-tier timelines by becoming familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.

Arranging events in chronological order on single-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).

**Instructional Strategies**

Create a classroom or hall timeline that spans across B.C.E and C.E. Have students place various events on the timeline using correctly-spaced intervals.

Create a human timeline by distributing cards with various events from B.C.E. and C.E. Students can organize themselves in order of the events on their individual cards. Then work silently to leave correctly spaced intervals or correct any mistakes.

Math connection: Draw number lines with positive and negative numbers and compare them to B.C.E. and C.E. timelines. Note: there is no year 0.

Have students build individual timelines using the online timeline tool from [ReadWriteThink](#). Students should use events from B.C.E. and enter the years in the “label” box for each item. Students can also add images to their timelines and download the timeline into a printable PDF.

**Sample Assessments and Performance Tasks**

Which list shows the correct chronological order of events?

Which timeline below shows the correct chronological order of events?

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?

On the timeline below a list of events is presented in chronological order. Which convention would be used to complete the dates? You may use either B.C. and A.D. or B.C.E. and C.E.

Timelines can be used to help students analyze cause and effect relationships in a specific period of time. Use the timeline below to explain the relationship between European exploration and early empires of the Americas.

**Instructional Resources**

*Studies Weekly*, Periodical 12, Chronological Timelines (available in print copy and digital through [Classlink Launchpad](#))

[Timelines Lesson](#) - Students will utilize B.C./A.D. & B.C.E./C.E. to create a human timeline using dates on cards. They will then research and create individual timelines.

[Understanding Timelines](#) (PebbleGo Next - available through INFOhio) - article on understanding timelines, with multimedia supplements and learning activity

[World Book Timelines](#) - Teachers and/or students can use the site to create historical timelines of important events

[ReadWriteThink Timeline Tool](#)

## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 4. Use appropriate geographic tools to gather, process, and report information about people, places, and environments.**

Geography Content Statement 4. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

### Essential Understanding

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

### Extended Understanding

- Analyze and evaluate information gathered from geographic tools

### Academic Vocabulary/Language Tier 3

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

### Success Criteria

- 4a. I can identify cardinal directions.
- 4b. I can identify landforms represented on maps and globes.
- 4c. I can draw conclusions about people, places, and environments using different features of a map.
- 4d. I can use maps, globes, diagrams and aerial photographs to gather, process, and analyze information about people, places and environments.
- 4e. I can explain the purpose for which the cartographer creates a map and how they decide which information to include in maps.
- 4f. I can apply the process of mental mapping to understand spatial relationships to locate places on maps.

### **GE.4.9 (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.

### **GE.6.3 (Future Grade Standard)**

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.

**Content Elaborations**

Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. The purpose for why the cartographer creates a map and how it is to be used dictates the way cartographic information is presented.

Students need to acquire skills associated with using geographic tools to communicate information from a spatial perspective, including aerial photographs and digital satellite images.

Students need to understand the basic properties of geographic tools and have opportunities to practice using them, including:

- maps;
- globes;
- diagrams; and
- aerial and other photographs.

These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS) and remote sensing (RS) in other courses.

**Instructional Strategies**

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 Assessments and Performance Tasks

Label each of the geographic features on the map below.

For each of the different situations below, explain which geographic tools you would use and why.

Explain the benefits of each geographic tool: map, globe, diagram, aerial photograph.

## Instructional Resources

*Studies Weekly*, Periodical 1, Geographic Tools (available in print copy and digital via [Classlink Launchpad](#))

Canvas Inquiry

Unit 1: What is the Relationship between Surface Water Location and Population Density?

- 1.1. Does surface water location affect where people live?
- 1.2. How many state borders are affected or created by surface water?
- 1.3. What impact does surface water have on population density?
- 1.4. How can high population density affect the surrounding surface water?
- Check for Understanding Writing Prompt

[Nystrom World Atlas](#) - comprehensive world atlas with multiple types of maps for each continent, along with graphs and photos; maps are full-color printable PDFs.

[The World Factbook](#) (CIA) - Provides information on the history, people, government, economy, geography, communication, transportation, military, and transnational issues for 267 world entities

World Book Kids Articles

- [Compass](#)
- [Globes](#)
- [Maps](#)

[Maps](#) (ReadWorks) - reading and question set the many purposes of maps

## Unpacked Standards / Clear Learning Targets

### Geography Learning Target 5. Use location to make generalizations about climate.

Geography Content Statement 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

#### Academic Vocabulary/Language

##### **Tier 3**

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

#### Success Criteria

- 5a. I can use coordinates on a grid.
- 5b. I can explain the difference between latitude and longitude.
- 5c. I can identify geographic points and imaginary lines on maps and globes.
- 5d. I can demonstrate how geographic tools are used to find absolute and relative location.
- 5e. I can use location to draw conclusions about climate.
- 5f. I can predict and compare the climate of different cities using geographic points as supporting evidence.

#### **(Prior Grade Standard)**

N/A

#### **GE.6.4 (Future Grade Standard)**

Use latitude and longitude coordinates to identify absolute location.

**Content Elaborations**

Locations on Earth's surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate, including:

- location relative to the equator;
- bodies of water; and
- mountains.

This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six.

Longitude describes a point's position on the Earth's surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South Poles.

Latitude describes a point's position on the Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.

Location describes the point on the Earth's surface that is expressed on a grid (absolute) or in relation (relative) to the position of other places. Climate describes long-term trends in weather elements and atmospheric conditions.

As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes, including:

- Equator;
- Arctic Circle;
- Antarctic Circle;
- North Pole;
- South Pole; and
- Prime Meridian.

**Instructional Strategies**

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.

**Sample Assessments 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 the 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.

**Instructional Resources**

*Studies Weekly*, Periodical 1, Geographic Tools (available in print copy and digital via [Classlink Launchpad](#))

*Studies Weekly*, Periodical 3, Locations (available in print copy and digital via [Classlink Launchpad](#))

[Nystrom World Atlas](#) - comprehensive world atlas with multiple types of maps for each continent, along with graphs and photos; maps are full-color printable PDFs.

World Book Kids Articles

- [Longitude and Latitude](#)
- [Climate](#)

[How to read map symbols](#) (National Geographic Kids)

[Longitude](#) (National Geographic)

[Latitude](#) (National Geographic)



## Unpacked Standards / Clear Learning Targets

### Government Learning Target 11. Investigate, organize, and communicate information on a public issue using multiple sources.

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

#### Essential Understanding

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

#### Extended Understanding

- Different perspectives in sources
- Accuracy of sources

#### Academic Vocabulary/Language

##### **Tier 3**

accurate  
graphically  
main idea  
public issues  
sources of information  
supporting details

#### Success Criteria

- 11a. I can define and give examples of public issues.
- 11b. I can use multiple sources to identify and organize main ideas and supporting details.
- 11c. I can evaluate a public issue using information from multiple sources.
- 11d. I can organize collected information in an appropriate format.
- 11e. I can display information graphically.
- 11f. I can use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.

#### **GO.4.16**

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.

#### **GO.6.9 (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.

**Content Elaborations**

Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include:

- almanacs;
- maps;
- trade books;
- periodicals;
- newspapers;
- photographs; and
- digital resources.

Students must also check their sources for accuracy. Criteria for an accurate source include:

- information is current and objective;
- information is relevant;
- information is validated by multiple sources; and
- qualifications and reputation of the sources.

Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include:

- tables;
- line/bar graphs;
- charts; and
- digital images.

**Instructional Strategies**

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.

## Sample Assessments and Performance Tasks

Read the passages below. Sort the arguments in the boxes into the correct column on the chart to show the perspectives of supporters and opponents.

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.

Read the newspaper article below. Complete the main idea and supporting details chart based on the article.

## Instructional Resources

*Studies Weekly*, Periodical 2, Data (available in print copy and digital through [Classlink Launchpad](#))

Capstone/PebbleGo Next ebooks (available through INFOhio) - full color interactive ebooks with audio read aloud

- [Fact, Fiction, and Opinions](#)
- [Smart Research Strategies](#)
- [Collect Your Thoughts](#)
- [Present What You Know](#)
- [Research Primary Source Documents](#)
- [Research Visual Primary Sources](#)
- [Research Primary Source Artifacts](#)

Informational Writing for Kids Videos

- [Episode 1: What Is It?](#)
- [Episode 2: Brainstorming & Choosing a Topic](#)
- [Episode 3: Making a Plan](#)
- [Episode 4: Writing an Introduction](#)
- [Episode 5: Writing a Draft](#)
- [Episode 6: Writing a Closing](#)

- [World Book Kids](#) (INFOhio)

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 13. Interpret a circle graph that displays information on part-to-whole relationships of data.**

Economics Content Statement 13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**Essential Understanding**

- Construct a circle graph

**Extended Understanding**

- Identify relationships
- Draw conclusions

**Academic Vocabulary/Language Tier 3**

circle graph  
 proportion  
 relative proportions  
 segments  
 whole

**Success Criteria**

- 13a. I can identify elements of a circle graph.
- 13b. I can interpret data on a circle graph.
- 13c. I can gather information from multiple sources to create a circle graph.
- 13d. I can construct a circle graph that displays information on part-to-whole relationships of data.
- 13e. I can use data from a circle graph to draw conclusions.

**EC.4.22 (Prior Grade Standard)**

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

**EC.6.11 (Future Grade Standard)**

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

**Content Elaborations**

In grade four, students learned to work with data displayed on tables and charts.

At this level, students learn to work with circle graphs. A circle graph shows how an entire body of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole data set.

For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.

**Instructional Strategies**

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). Then transition to data related to social studies (e.g., population patterns, unemployment rates, agricultural/industrial production, etc.)

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.

Connect with Government Learning Target 11 by providing data and having students the best graphic displays for the information—tables, line graphs, bar graphs, circle graphs.

Students can use Google Sheets to create graphs from data.

Connections can be made to the Technology Standards, regarding distinguishing between relevant and irrelevant information in an information source (e.g., information matches questions to be answered, facts apply to topics).

**Sample Assessments 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.

In the circle graph below, what percentage of the data shows \_\_\_\_\_?

**Instructional Resources**

*Studies Weekly*, Periodical 2, *Data* (available in print copy and digital through [Classlink Launchpad](#))

[Reading Pie Graphs](#) (Khan Academy) - 3 minute video on reading circle graphs

[Data Visualization](#) (Statistics Canada) - article describing graphs most often used to visualize data, including bar charts, pie charts, and line charts

[NBC News Graphics](#) - explaining the news through visualizations and data analysis from the NBC News Digital Data/Graphics team

## Unit 2. Early History and Geography of the Western Hemisphere

### Unpacked Standards / Clear Learning Targets

**History Learning Target 2. Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).**

History Content Statement 2. History 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.

#### Essential Understanding

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

#### Extended Understanding

- Interpret connections

#### Academic Vocabulary/Language

##### **Tier 2**

compare

##### **Tier 3**

agricultural practices  
civilization  
crops  
Europeans  
government  
religious  
social structure  
technology  
western hemisphere

#### Success Criteria

- 2a. I can explain the idea of “civilization.”
- 2b. I can identify the features of civilizations (government, social structure, religion, technologies, and agricultural practices).
- 2c. I can describe characteristics of the Inca, Maya, Aztec and Mississippian civilizations.
- 2d. I can compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).
- 2e. I can investigate and describe how early Indian ancient civilizations connect and are present today in the Western Hemisphere.
- 2f. I can use primary and secondary sources to analyze the perspectives of different social structures and religions in early ancient Indian civilizations.

#### **(Prior Grade Standard)**

N/A

#### **HI.6.2 (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.

## Content Elaborations

In fourth grade, students learned about prehistoric and historic American Indians (e.g., mound builders).

At this level, students will study the basic characteristics of governments, cultures, technologies, agricultural practices, and products of four early civilizations in the Americas:

- Inca;
- Maya;
- Aztec; and
- Mississippian.

Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival, and be able to compare the characteristics of the civilizations.

For example, these are some of the characteristics of Mayan civilization:

- government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces;
- social structures – people participated in outdoor games;
- religion – festivals honored Mayan gods;
- technology – Mayans developed a number system and a calendar; and
- agriculture – farmers used a slash and burn method; and maize was the most common crop.

## Instructional Strategies

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., Google Slides, Canva, or other online formats).

Use a chart/graphic organizer to compare the unique characteristics of the four civilizations including governments, social structures, religion, technologies, and agriculture practices and products. 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 graphic format.



## Sample Assessments 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.

Complete the table below to show the characteristics of the four early civilizations in the Americas.

## Instructional Resources

*Studies Weekly*, Periodical 14, Ancient Civilizations of the Americas (available in print copy and digital through [Classlink Launchpad](#))

Canvas Inquiry

Unit 2: What Makes a Society Complex

- 2.1 How did the Maya use writing to represent activities in their culture?
- 2.2 What did the Aztecs do to mastery their watery environment?
- 2.3 Why were roads important to the Inca Empire?
- Check for Understanding Writing Prompt

World Book Kids Articles (available through INFOhio)

- [Aztec](#)
- [Maya](#)
- [Inca](#)

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [Daily Life in the Maya Civilization](#) - full color interactive ebook with audio read-aloud
- [Geography Matters in the Inca Empire](#) - full color interactive ebook with audio read-aloud
- [Aztec Empire](#) - article with multimedia supplements and learning activity
- [Inca Empire](#) - article with multimedia supplements and learning activity
- [Ancient Maya](#) - article with multimedia supplements and learning activity

[Maya, Aztec, and Inca Civilizations](#) (CoreKnowledge) - unit plan with teacher lessons and student readings

## Unpacked Standards / Clear Learning Targets

### Geography Learning Target 8. Compare cultural groups among American Indians in North and South America.

Geography Content Statement 8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

#### Essential Understanding

- Cultural ways of American Indian cultural groups

#### Extended Understanding

- Cultural ways of Eastern Hemisphere cultural groups

#### Academic Vocabulary/Language Tier 3

American Indians  
benefits  
cultural group  
Eastern Hemisphere  
generalization  
innovations  
Latin America  
nation  
tribe

#### Success Criteria

- 8a. I can identify cultural groups of Canada and the United States.
- 8b. I can identify cultural groups of Latin America.
- 8c. I can compare cultural groups among American Indians in North and South America.
- 8d. I can describe the way of life within and among cultural areas.
- 8e. I can describe and illustrate the common cultural similarities of cultural groups of Latin America, Canada and the United States over time.
- 8f. I can use primary and secondary sources to make generalizations about the cultural ways of life among American Indian cultural groups in North and South America.

#### **HI.4.3 (Prior Grade Standard)**

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

#### **(Future Grade Standard)**

N/A

**Content Elaborations**

The Indians of North and South America formed hundreds of tribes and nations with many different ways of life. Anthropologists classify tribes and nations into groups with strong geographic and cultural similarities. These classifications are referred to as cultural areas or cultural groups.

Students at this level are introduced to cultural groups and should be able to make generalizations about the way of life within and among cultural areas. Teachers may select tribes and nations for use as examples for students as they study the geographic and cultural similarities of each cultural group.

The cultural groups of Canada and the United States are:

- the Arctic;
- the Subarctic;
- the Northeast, often called the Eastern Woodlands;
- the Southeast;
- the Plains;
- the Northwest Coast;
- California;
- the Great Basin;
- the Plateau; and
- the Southwest.

The cultural groups of Latin America are:

- Middle America;
- the Caribbean;
- the Andes;
- the Tropical Forest; and
- the South American Marginal Regions

## Instructional Strategies

Create a map of North and South America and show different regions of American Indian cultural groups.

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.

Provide guided notes that are color-coded to match a map of the American Indian cultural groups/regions. Have students complete a guided graphic organizer to collect information on all of the cultural groups.

Students can be given the option of showing their learning about cultural groups through the creation of illustrations, songs or poems.

Have students work in small groups to research one cultural group. Have students present their research to the class using appropriate visual material and other sources.

## Sample Assessments and Performance Tasks

Use the Venn diagram below 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 the map below, label the regions of American Indian cultural groups.

Highlight the boxes below that show cultural groups of Latin America.

## Instructional Resources

*Studies Weekly*, Periodical 15, Native American Tribes of North America (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 16, Government and Cultures of Native Peoples (available in print copy and digital through [Classlink Launchpad](#))

Capstone/PebbleGo Next ebooks (available through INFOhio) - collection of full color interactive ebooks with audio read aloud

- [Indigenous Peoples' History](#) - over 50 ebooks on Indigenous nations

## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 6. Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.**

Geography Content Statement 6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.

**Essential Understanding**

- Identify and describe regions

**Extended Understanding**

- Categorize regions
- Compare and contrast regions

**Academic Vocabulary/Language**

**Tier 3**

climate  
 culture  
 economics  
 landform  
 population  
 regions

**Success Criteria**

- 6a. I can recognize and explain patterns in regions using landform, climate, population, culture and economics.
- 6b. I can compare similarities and differences in regions using landform, climate, population, culture and economics.
- 6c. I can use data to identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

**GE.4.1.1 (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.

**GE.6.5 (Future Grade Standard)**

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

## Content Elaborations

Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria.

Landform refers to the shape, form, or nature of physical features of Earth's surface, including:

- plains;
- hills;
- plateaus; and
- mountains.

Climate includes long-term trends in weather elements and atmospheric conditions, including average temperature and average rainfall. Population includes data about the people who live in a selected area, including:

- population density;
- ethnicity and cultural diversity; and
- birth rates.

Culture is the learned behavior of people, including belief systems and languages.

Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include:

- natural resources;
- agricultural products; and
- levels of income.

## Instructional Strategies

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.

**Sample Assessments and Performance Tasks**

On the map below, 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?

**Instructional Resources**

*Studies Weekly*, Periodical 4, North American Regions (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 6, Regions of South America (available in print copy and digital through [Classlink Launchpad](#))

PebbleGo Next articles (available through INFOhio) - articles with multimedia supplements and learning activities

- [North America](#)
- [South America](#)
- [Natural and Human-Made Boundaries](#)

## Unit 3. Exploration and Colonization of the Western Hemisphere

### Unpacked Standards / Clear Learning Targets

**History Learning Target 3. Describe lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemisphere.**

*History Content Statement 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

#### Academic Vocabulary/Language

##### **Tier 3**

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

#### Success Criteria

- 3a. I can identify European groups that explored and colonized in the Western Hemisphere.
- 3b. I can make connections across time to European exploration and colonization to modern Western Hemisphere names of places, languages and religions.
- 3c. I can make connections across time to European exploration and colonization on agricultural practices and agricultural products.
- 3d. I can describe the lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemispheres.

#### **HI.4.3 (Prior Grade Standard)**

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

#### **(Future Grade Standard)**

N/A



**Content Elaborations**

Lasting effects of European exploration and colonization during the 1400s-1600s can be seen today in the cultural practices and products of the Western Hemisphere.

Examples of the impact of European exploration of colonization include:

- place names (e.g., La Paz, Rio de Janeiro);
- 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).

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.

**Instructional Strategies**

Identify places on a map of the Western Hemisphere that reflect Spanish influence. Use Google Street View to zoom in cities with Spanish influence (street signs, housing types, etc).

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.

Create a digital or hard copy scrapbook of 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).

Create a cause/effect chart showing the impact of European colonization.

## Sample Assessments and Performance Tasks

Look at the map of the Western Hemisphere below. 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. Complete the table below to show the impact of Spanish, French, and English exploration on place names, religion, and agriculture.

Complete the 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.

## Instructional Resources

*Studies Weekly*, Periodical 18, European Exploration of the Americas (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 19, The Columbian Exchange (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 20, Colonization (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 21, Lasting Effects of Colonization (available in print copy and digital through [Classlink Launchpad](#))

Canvas Inquiry

Unit 3: Why Type of Sources Are Useful for Writing about the Past?

- 3.1. Why is a letter by Christopher Columbus a relevant historical source?
- 3.2. How useful is a painting of Columbus created long after he lived?
- 3.3. What can we learn from the historical account by Bartolome de Las Casas?
- 3.4. How do Taino artifacts help us learn about the past?
- 3.5. Which map best shows the Western Hemisphere?
- Check for Understanding Writing Prompt

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [What is the Columbian Exchange?](#) - article with multimedia supplements and learning activity
- [The Story of North America's First Explorers](#) - full color interactive ebook with audio read aloud

[The Age of Exploration](#) (Core Knowledge) - This unit introduces European exploration and trade from 1400-1600s; includes teachers guide and student reader

[World Book Kids Article: Exploration](#)

## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 7. Explain how variations among physical environments in the Western Hemisphere influence human activities.**

**Explain how human activities have altered the physical environments of the Western Hemisphere.**

Geography Content Statement 7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

### Essential Understanding

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

### Extended Understanding

- Determine unintended and intended consequences

### Academic Vocabulary/Language Tier 3

adapt  
canal  
human activities  
influence  
intended consequences  
irrigation  
modify  
physical environments  
unintended consequences  
Western Hemisphere

### Success Criteria

- 7a. I can explain how variations among physical environments in the Western Hemisphere influence human activities.
- 7b. I can describe and give examples of how people adapt and modify their environment.
- 7c. I can explain how human activities have altered the physical environments of the Western Hemisphere.
- 7d. I can analyze multiple perspectives of how and why people modify their environment to meet their needs.
- 7e. I can evaluate intended and unintended consequences.
- 7f. I can plan and develop a solution to a problem created by an unintended consequence.

### **GE.4.12 (Prior Grade Standard)**

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

### **GE.6.6 (Future Grade Standard)**

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

**Content Elaborations**

Human activities develop in response to physical environments. For example, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people might construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

**Instructional Strategies**

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 Panama Canal).

**Sample Assessments and Performance Tasks**

Give two examples of human activities that impact the environment.

What does it mean to adapt to one's environment?

Which is an example of how people modify their environment to meet their needs?

Complete the graphic organizer below to predict the intended and unintended consequences of dam and highway construction.

**Instructional Resources**

*Studies Weekly*, Periodical 4, North American Regions (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 6, Regions of South America (available in print copy and digital through [Classlink Launchpad](#))

## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 9. Explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Western Hemisphere.**

Geography Content Statement 9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

### **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

### **Academic Vocabulary/Language**

#### **Tier 3**

diversity  
economic factors  
environmental factors  
political factors  
pull factors  
push factors  
social factors

### **Success Criteria**

- 9a. I can explain the differences between push and pull factors.
- 9b. I can state the difference between political, social, environmental, and economic factors.
- 9c. I can categorize and analyze push and pull factors as political, environmental, social or economic.
- 9d. I can use a variety of tools to analyze the perspectives of different individuals or groups that have moved from place to place.
- 9e. I can make connections to human migration and diversity.
- 9f. I 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 and how this results in diversity.

### **GE.4.14 (Prior Grade Standard)**

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

### **GE.6.7 (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.

**Content Elaborations**

People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons.

Political factors include changes in political leadership and citizen rights.

Environmental factors include climate and natural disasters.

Social factors include:

- discrimination;
- intolerance; and
- religious freedom.

Economic factors include:

- the availability of resources;
- changes in trade patterns; and
- employment opportunities.

Sixth-grade students build on an understanding of these factors to consider the impact of cultural diffusion in the Eastern Hemisphere.

**Instructional Strategies**

To introduce the concept of “push” and “pull” factors, have students read short biographies of people who migrated during their life. Have students identify the factors that contributed to their emigration.

Use notecards with various factors to play a game in which students categorize the factors related to movement as political, environmental, or social, economic causes.

Find recent news stories about migration and identify the environmental, social, and economic factors that led people to move from place to place.

Extension activities can challenge students to investigate lasting examples of cultural diffusion evident in the Western Hemisphere today.

**Sample Assessments and Performance Tasks**

The boxes below show push and pull factors. Move the boxes to the correct column on the chart.

The boxes below show reasons why people move away from a place. Decide if the reason is political or environmental and move the box to the correct column on the chart.

The boxes below show reasons why people move away from a place. Decide if the reason is social or economic and move the box to the correct column on the chart.

Identify if a statement correctly defines a push or pull factor.

**Instructional Resources**

*Studies Weekly*, Periodical 17, Trade and Economics in the Western Hemisphere (available in print copy and digital through [Classlink Launchpad](#))



## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 10. Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.**

Geography Content Statement 10. The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

### Essential Understanding

- Cultural diversity of the Western Hemisphere

### Extended Understanding

- Cultural diversity in the Eastern Hemisphere

### Academic Vocabulary/Language

#### **Tier 3**

belief system  
cultural diversity  
culture  
Eastern Hemisphere  
influences  
interactions  
language  
religion  
Western Hemisphere

### Success Criteria

- 10a. I can define and explain characteristics of culture.
- 10b. I can give examples of cultural diversity in the Western Hemisphere.
- 10c. I can describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.
- 10d. I can connect cultural diversity in the present day Western Hemisphere to the interactions among American Indian, European, Asian and African people.
- 10e. I can evaluate the impact of culture diversity on the Western Hemisphere.

### **GE.4.13 (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.

### **GE.7.15 (Future Grade Standard)**

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

**Content Elaborations**

Culture describes the learned behavior of a selected group including:

- belief systems;
- languages;
- social relationships;
- institutions and organizations; and
- material goods (e.g., food, clothing, buildings, tools, and machines).

Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among groups including:

- American Indians;
- Europeans;
- Asians; and
- Africans.

Students understand this diversity through an examination of various cultural groups in the Western Hemisphere including:

- languages;
- belief systems;
- artistic expressions; and
- food.

**Instructional Strategies**

Use maps to identify the major languages spoken in North and South America.

Create a collage (physical or electronic) of objects representing the artistic expression, language, religion and food of a specific culture in the Western Hemisphere.

Identify examples from the media of the influence of American Indians, Europeans, Asians, and Africans in the Western Hemisphere.

**Sample Assessments 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.

Complete the chart below by placing each cultural characteristic into the correct category on the chart.

Do you think the diversity of the U.S. is best described as a “melting pot” or a “salad bowl”? Explain your answer.

**Instructional Resources**

*Studies Weekly*, Periodical 10, Cultural Diversity: Architecture, Arts, and Foods (available in print copy and digital through [Classlink Launchpad](#))

*Studies Weekly*, Periodical 11, Cultural Diversity: Celebrations, Language, and Religion

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [Examining World Cultures](#) - collection of interactive ebooks on cultural characteristics

## Unit 4. Government and Economics

### Unpacked Standards / Clear Learning Targets

**Government Learning Target 12. Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy.**

Government Content Statement 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

#### **Academic Vocabulary/Language**

##### **Tier 3**

authority  
citizens  
democracy  
dictatorship  
individual right  
limited power  
monarchy  
structured  
unlimited power

#### **Success Criteria**

- 12a. I can compare dictatorships, monarchies, and democracies.
- 12b. I can explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.
- 12c. I can use multiple perspectives to evaluate the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.
- 12d. I can use multiple sources to research a type of government and explain the relationship between those in power and citizens.
- 12e. I can evaluate the impact of limited and unlimited power.

#### **GO.3.12 (Prior Grade Standard)**

Governments have authority to make and enforce laws.

#### **GO.6.10 (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.

**Content Elaborations**

Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships, and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.

The focus of this content statement is on the relationship between those governing and those governed:

- In a democracy, the power of those in authority is limited because the people retain the supreme power.
- In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force.
- In a monarchy, the authority over the people is retained through a tradition of allegiance.

The terms democracy, dictatorship, and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.

**Instructional Strategies**

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.

Use the [CIA World Factbook](#) to access information on types of government in the world today.

Use picture books to introduce democracy, dictatorship and monarchy. For example, *D is for Democracy* by Elissa Grodin, *Yertle the Turtle* by Dr. Seuss

Connections Connect to History Content Statement 3 regarding the lasting effects of European exploration and colonization. This can be revisited as students study each form of government.

**Sample Assessments and Performance Tasks**

Who has the supreme power in a democracy? How is this different from a dictatorship?

Complete the chart below to show the key characteristics of democracies, monarchies, and dictatorships.

The boxes below show characteristics of types of government. Sort the boxes into the correct columns on the chart.

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?

Which statement below best describes a government with limited power?

**Instructional Resources**

*Studies Weekly*, Periodical 28, Government and Economics (available in print copy and digital through [Classlink Launchpad](#))

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [Governments](#) - article with multimedia supplements and learning activities
- [Representative Democracy](#) - article with multimedia supplements and learning activities
- [Democratic Values](#) - full color interactive ebook with read aloud

[CIA World Factbook](#) - information on countries and their governments

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 14. Explain the present and future consequences of an economic decision.**

Economics Content Statement 14. The choices made by individuals and governments have both present and future consequences.

**Essential Understanding**

- Explain present and future consequences

**Extended Understanding**

- Evaluate individual and government economic decisions

**Academic Vocabulary/Language**

**Tier 3**

benefit  
cost  
evaluate  
future consequences  
governments  
present consequences  
scarcity

**Success Criteria**

- 14a. I can explain the differences between scarcity, economic costs, and economic benefits.
- 14b. I can explain the present and future consequences of an economic decision.
- 14c. I can analyze economic costs and benefits of an economic decision.
- 14d. I can make and support a real-world economic decision.

**EC.3.19 (Prior Grade Standard)**

Making decisions involves weighing costs and benefits.

**EC.6.12 (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.

**Content Elaborations**

In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences.

For example, at the national level, a government may choose to build a road in an undeveloped area:

- a short-term consequence would include improved transportation; and
- a long-term consequence would be increased maintenance costs.

For example, at the personal level, an individual may choose to spend more money on a fuel-efficient automobile:

- a short-term consequence is the higher price paid for the automobile; and
- a long-term consequence is the savings on gasoline costs in the future.

**Instructional Strategies**

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 Standards regarding the environmental impact of economic decisions.



## Sample Assessments and Performance Tasks

Read the scenario below. What are some possible present and future consequences based on the choice?

Create a Venn diagram to compare and contrast the present and future consequences of two choices.

Decide which statements below reflect economic costs and which statements reflect economic choices. Sort the boxes into the correct column on the chart.

Explain why scarcity requires people to make choices.

## Instructional Resources

*Studies Weekly*, Periodical 29, Investigation and Researching Economics in the Western Hemisphere (available in print copy and digital through Classlink Launchpad)

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [Resources, Goods, and Services](#) - article with multimedia supplements and learning activity

EconEdLink Lessons

- [You Decide!](#) - Students explore the P.A.C.E.D. decision-making model by using it to complete a personal decision and group decision activity.
- [How Much is that Doggy?](#) - Students will calculate the total cost of ownership to help determine which might be the best pet for them.

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 15. Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.**

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

### Essential Understanding

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

### Extended Understanding

- Connect specialization to global trade.

### Academic Vocabulary/Language Tier 3

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

### Success Criteria

- 15a. I can compare human resources and natural resources.
- 15b. I can describe capital goods.
- 15c. I can explain why people specialize in certain goods or services.
- 15d. I can describe productive resources and explain ways it influences the production of goods and services.
- 15e. I can explain how the availability of productive resources in a specific region promotes specialization and results in trade.
- 15f. I can use multiple sources to connect the availability of productive resources in a specific region to specialization and trade.

### **EC.3.16 (Prior Grade Standard)**

Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

### **EC.6.14 (Future Grade Standard)**

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

## Content Elaborations

The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere.

Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include:

- fishing communities;
- tourist destinations; and
- manufacturing.

Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase.

Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services.

Capital goods consist of human-made materials needed to produce goods include:

- buildings;
- machinery;
- equipment; and
- tools.

Natural resources are productive resources supplied by nature. Natural resources include:

- ores;
- trees; and
- arable land.

## Instructional Strategies

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.

[Hawaiian Economics: From the Mountain to the Sea](#). This lesson focuses on how Hawaiians shared their island resources long ago.

## Sample Assessments 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?

## Instructional Resources

*Studies Weekly*, Periodical 23, Goods and Services (available in print copy and digital through [Classlink Launchpad](#))

Capstone/PebbleGo Next ebooks and articles (available through INFOhio)

- [Trade](#) - article with multimedia supplements and learning activity

Council for Economic Education Lessons

- [Hawaiian Economics: From the Mountain to the Sea](#) - Students identify different types of productive resources and explain benefits and costs when allocating productive resources.
- [Ben & Jerry's Flavor Graveyard](#) - Students apply the economic terms, scarcity, productive resources, and entrepreneurship in analyzing a real company.
- [Paraffin-alia](#) - Students identify productive resources and opportunity costs in production of crayons.

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.**

*Economics Content Statement 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, trade and interdependence

### Academic Vocabulary/Language

#### **Tier 3**

division of labor  
impact  
negative impact  
positive impact  
productive capacity  
productive resources

### Success Criteria

- 16a. I can explain the role of productive resources to produce goods and services.
- 16b. I can explain division of labor and productive capacity.
- 16c. I can compare the productive capacity of different regions.
- 16d. I can explain how the availability of productive resources and the division of labor influences productive capacity.
- 16e. I can evaluate the benefits and drawbacks of division of labor.
- 16f. I can apply the concept of increased productivity to solve a problem.

### **EC.4.23 (Prior Grade Standard)**

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

### **EC.7.20 (Future Grade Standard)**

The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

**Content Elaborations**

In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services.

At this level, students consider the influence of available productive resources and the division of labor on productive capacity.

The productive resources (resources used to make goods and services) available and the division of labor (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively.

The productive capacity of a region is influenced by available resources. For example, the climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity.

In another example, a family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods, and human resources. Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.

**Instructional Strategies**

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.

**Sample Assessments 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 will you provide? What productive resources will you need? How will you use division of labor? Write a business plan that summarizes your proposed business.

**Instructional Resources**

*Studies Weekly*, Periodical 25, Interdependence (available in print copy and digital through [Classlink Launchpad](#))

Council for Economic Education Lessons

- [Where Did That Pencil Come From?](#) - Students research natural resources and illustrate how they are used to provide goods and services.
- [The Color of Resources](#) - Students will learn about the making of Crayola products to introduce natural, capital, and human resources as well as touching on some other aspects in the Crayola industry such as producers and consumers.
- [Learning Economics with Minecraft: Productive Resources](#) - Students will build homes in Minecraft to learn about resource choices.

**Unpacked Standards / Clear Learning Targets**
**Economics Learning Target 17. Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.**

Economics 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.

**Essential Understanding**

- Specialization and trade lead to interdependency

**Extended Understanding**

- Examine global trade

**Academic Vocabulary/Language**
**Tier 3**

economy  
 exports  
 global  
 goods  
 imports  
 interdependence  
 market  
 regions  
 services  
 specialization  
 trading partners

**Success Criteria**

- 17a. I can compare exports and imports.
- 17b. I can give examples of interdependence among countries in the Western Hemisphere.
- 17c. I can use maps, photographs, charts, graphs, data sets to connect trade to economic characteristics of various regions.
- 17d. I can explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.

**(Prior Grade Standard)**

N/A

**EC.6.14 (Future Grade Standard)**

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



**Content Elaborations**

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.

**Instructional Strategies**

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.

Connections can be made to the Technology standards regarding how the value of goods and services varies by location.

## Sample Assessments 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.

## Instructional Resources

*Studies Weekly*, Periodical 25, Interdependence (available in print copy and digital through [Classlink Launchpad](#))

Canvas Inquiry

Unit 4: Why Do Countries Engage in Trade?

- 4.1 How are productive resources and specialization related to trade?
- 4.2 Where do bananas grow best?
- 4.3 Where are tropical climate zones located?
- 4.4 Which countries import and export the most bananas?
- Check for Understanding Writing Prompt

Council for Economic Education Lessons

- [Trade, Exchange and Interdependence Video and Quiz](#) - This video teaches the concept of Trade, Exchange and Interdependence.
- [Looping Around the World: A Game of International Trade](#) - Students will complete the Looping Card Activity to define and provide examples of the terms associated with international trade.

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 18. Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.**

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

**Essential Understanding**

- Research personal career interests.

**Extended Understanding**

- Evaluate personal career interests.

**Academic Vocabulary/Language**

**Tier 3**

abilities  
 career  
 experience  
 financial security  
 interests  
 knowledge  
 skills

**Success Criteria**

- 18a. I can give examples and compare careers, knowledge, skills, and experiences.
- 18b. I can use multiple sources to research the knowledge, skills, and experiences for different careers.
- 18c. I can identify a career of personal interest and research the knowledge, skills and experiences required to be successful.

**EC.4.22 (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.

**EC.6.16 (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.

**Content Elaborations**

An individual's interests, knowledge, and abilities can affect career and job choice.

In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur.

At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers:

- knowledge (e.g., degree, certification, license);
- skills (e.g., technical, entrepreneurial); and
- experiences (e.g., entry-level jobs, internship, apprenticeship, life).

**Instructional Strategies**

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.

Connections can be made with the Technology Standards, 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 their personal work story. Each speaker will share their knowledge, skills, education, and experiences. Then, lead a discussion where students will address aspects of the presentations and how they support the speaker's work story. Extend student learning by having students research the knowledge, skills and experiences necessary for a career in which they show interest.

[It Pays to Stay in School](#) - This lesson 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.

**Sample Assessments 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?

**Instructional Resources**

*Studies Weekly*, Periodical 32, Economic Decisions and Choices (available in print copy and digital through [Classlink Launchpad](#))

Council for Economic Education Lessons

- [It Pays 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.
- [Jobs: Who Needs 'Em?](#) - Students look at the importance of having some kind of job.