

Early U.S. History / Grade 5

Life in the United States

Subject
Social Studies

Grade
5

Unit
Life in the United States

Suggested Timeline
2 weeks

Grade Level Summary

This curriculum focuses on Western Hemisphere history that emphasizes geography, culture, and early American life. Beginning with an introduction to United States History, this curriculum explores Native American civilizations in both North and South American, European exploration of the “New World”, and the founding of the New England, Middle, and Southern colonies. European exploration of the Americas changed the world, which included the growth of American colonies despite conflict and cultural differences. Other geography skills include Canada and Latin America.

Grade Level Units

Unit 1: Life in the United States

Unit 2: Cultures/West and East

Unit 3: Contact and Exploration

Unit 4: Colonization and Conflict

Unit 5: Geography of Canada and Latin America

Unit Title

Life in the United States

Unit Summary

The history of the United States is a story of its people. Many people’s words and deeds have contributed to the country’s history. The people of the nations come from different backgrounds, all over the world, but are united in the belief in freedom and equality.

Unit Essential Questions

1. Who are the people of the United States?
2. What is the role of the citizens in our country’s democratic republic?
3. How do the stories of many different people help us to understand our country’s history?

Key Understandings

1. Americans come from different backgrounds, but they are united in the belief in freedom and equality.

Focus Standards Addressed in the Unit

6.5.5.D

Explain how positive and negative incentives affect individual choices.

5.1.5.A

Understand the **rule of law** in protecting property rights, individual rights and the common good.

5.1.5.B

Describe the basic purposes of **government** in the classroom, school, community, **state**, and nation.

5.2.5.A

Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.

5.3.5.E

Identify the requirements to vote in local, state, and national elections.

8.1.5.B	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
8.1.5.C	Locate primary and secondary sources for the research topic and summarize in writing the findings.

Important Standards Addressed in the Unit

8.3.5.B	Illustrate concepts and knowledge of historical documents, artifacts , and places critical to United States history.
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Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Everyone in the United States has the same history. Everyone that came to America, wanted to be here. Everyone loves America 	<ul style="list-style-type: none"> United States is a diverse country made up of many cultures and heritages. There were many people, such as slaves that were forced onto ships and unwillingly brought to the U.S. Not everyone has to agree on topics, but can tolerate different thinkings.

Concepts	Competencies	Vocabulary:
<ul style="list-style-type: none"> Americans Today Our Country's Government Our Country's History Civics Rights and Responsibilities Laws and Government Rule of Law Elements of the Election Process Fact/Opinion and Points of View 	<ul style="list-style-type: none"> Students will be able to explain the role of citizens in our country's democratic republic. Students will be able to understand some of our country's history from different sources and points of view. Students will be able to identify what makes the people of the United States. 	<ul style="list-style-type: none"> culture diversity unity values immigrant ancestor ethnic group census population prejudice Constitution Democracy Republic Federal citizen civil rights history historian primary source oral history secondary source perspective

Assessments:

projects, reports, mapping activities, formative/summative assessments, vocabulary activities, art work, debates, role playing, readers theatres/plays

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Student Journals, Cooperative Learning Groups, Think-Pair-Share, anchor charts

Differentiation:

study guides, scaffolding notes, cloze activities

Interdisciplinary Connections:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information.

Additional Resources:

Discovery Education, Brain Pop, Glogster, Comic Life, Maps, Globes, Internet, Educational videos, Primary and Secondary Resources, Artifacts

Created By:

Social Studies Curriculum Committee



Early U.S. History / Grade 5

Cultures/East and West

Subject
US History

Grade
5

Unit
Cultures West & East

Suggested Timeline
6 Weeks

Grade Level Summary

This curriculum focuses on Western Hemisphere history that emphasizes geography, culture, and early American life. Beginning with an introduction to United States History, this curriculum explores Native American civilizations in both North and South American, European exploration of the “New World”, and the founding of the New England, Middle, and Southern colonies. European exploration of the Americas changed the world, which included the growth of American colonies despite conflict and cultural differences. Other geography skills include Canada and Latin America.

Grade Level Units

Unit 1: Life in the United States
Unit 2: Cultures/West and East
 Unit 3: Contact and Exploration
 Unit 4: Colonization and Conflict
 Unit 5: Geography of Canada and Latin America

Unit Title

Cultures East & West

Unit Summary

The early peoples of Central and South America had great city cultures nearly 2,000 years ago. The Native Americans of North America had much diversity in tradition and their lifestyles were influenced by the local landscapes. The peoples of the Western Hemisphere built great cities and developed trade routes between their unique cultures. Students will use a variety of social studies skills to develop an understanding of the societies that populated the continent before the arrival of Europeans.

Unit Essential Questions

1. How did the people of Central & South America form their civilizations?
2. How did the environment influence their lifestyles?
3. How did the Eastern Hemisphere build trade routes?

Key Understandings

1. The early peoples of Central and South America had great cultures and their lifestyles were influenced by their environment. At the same time, in the Eastern Hemisphere great cities were built and trade routes were established.

Focus Standards Addressed in the Unit

8.1.5.A	Identify and explain the influences of economic features on continuity and change over time.
8.1.5.C	Locate primary and secondary sources for the research topic and summarize in writing the findings.
8.3.5.A	Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

8.3.5.B	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
8.4.5.A	Compare and contrast common characteristics of the social, political , cultural, and economic groups in world history.
8.4.5.B	Illustrate concepts and knowledge of historical documents, artifacts , and sites, which are critical to World history.
6.1.5.A	Explain how limited resources and unlimited wants cause scarcity .
6.1.5.B	Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.
6.1.5.D	Demonstrate how availability of resources affects choices.
6.2.5.D	Identify factors that cause changes in price .
6.2.5.B	Identify how pricing influences sellers and consumers.
6.3.5.C	Explore ways in which tax revenue is collected.
6.4.5.B	Explain the growth in international trade .
6.5.5.A	Describe how the availability of goods and services is made possible by the work of members of the society.
5.2.5.B	Identify behaviors that promote cooperation among individuals.
5.3.5.F	Examine different ways conflicts can be resolved.

Important Standards Addressed in the Unit

8.1.5.B	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
6.2.5.G	Describe various economic systems . <ul style="list-style-type: none"> • Traditional • Market • Command

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • All Native Americans are the same. • Native Americans all live in teepees • Native Americans want to fight colonists. • The Mayans predicted the end of the world. 	<ul style="list-style-type: none"> • Each tribe lives differently and independently from each other. • Native Americans live in teepees, longhouses, lodges and pueblos -- depending where they live. • Native Americans were willing to help the colonists until they were pushed off their own land. • The Mayan calendar did not claim to predict the end of the world.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • The Maya • The Aztec • The Anasazi & Mound Builders • Native Americans of the West 	<ul style="list-style-type: none"> • Evaluate the civilization achievements of the Maya. • Describe how the Aztecs create their empire. 	<ul style="list-style-type: none"> • civilization • surplus • specialize • archaeologist

<ul style="list-style-type: none"> • Native Americans of the Southwest • Native Americans of the Plains • Native Americans of the Eastern Woodlands • Asian Emperors & Traders • African Kingdoms • Europe's Age of Exploration 	<ul style="list-style-type: none"> • Compare and contrast the Anasazi and Mound Builders • Show how the Tlingits used their environment to survive. • Retell the various way the Hopi keep their traditions alive today. • Explain the importance of the horse to the Lakota culture. • Recreate the process the Iroquois used to bring peace among their people. • Explain how trade increased due the Chinese. • How does trade help a city's population to increase? • Explain how Portugal was key to European exploration. 	<ul style="list-style-type: none"> • Tikal • empire • Valley of Mexico • Tenochtitlan • tribute • slavery • artifact • Mesa Verde • drought • irrigation • technology • totem pole • potlatch • Pueblo • adobe • lodge • prairie • teepee • travois • coup stick • longhouse • wampum • clan • Iroquois Confederacy • Hodenosaunee Trail • magnetic compass • Great Wall • Silk Road • Persia • India • caravan • malaria • navigation • caravel • compromise
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Assessments:

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Student Journals, Cooperative Learning Groups, Think-Pair-Share, anchor charts

Differentiation:

Study guides, scaffolding notes, cloze activities

Interdisciplinary Connections:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information.

Additional Resources:

Discovery Education, Brain Pop, Glogster, Comic Life, Maps, Globes, Internet, Educational videos, Primary and Secondary Resources, Artifacts

Created By: Social Studies Curriculum Committee



Early U.S. History /Grade 5

Contact and Exploration

Subject
Social Studies

Grade
5

Unit
Contact and Exploration

Suggested Timeline
3-4 weeks

Grade Level Summary

This curriculum focuses on Western Hemisphere history that emphasizes geography, culture, and early American life. Beginning with an introduction to United States History, this curriculum explores Native American civilizations in both North and South American, European exploration of the “New World”, and the founding of the New England, Middle, and Southern colonies. European exploration of the Americas changed the world, which included the growth of American colonies despite conflict and cultural differences. Other geography skills include Canada and Latin America.

Grade Level Units

Unit 1: Life in the United States
Unit 2: Cultures/West and East
Unit 3: Contact and Exploration
Unit 4: Colonization and Conflict
Unit 5: Geography of Canada and Latin America

Unit Title

Contact and Exploration

Unit Summary

In this unit, students will learn about the European explorers who came to North and South America in search of a western route to Asia, land, treasure, and conquest. Students will use a variety of social studies skills to develop an understanding of the tools that enabled exploration, the forces that drew Europeans to the Americas, and how Europeans and Native Americans interacted.

Unit Essential Questions

1. How did European explorers search for a western route to Asia affect the Native Americans living in the “New World”?
2. What happens when different cultures meet?

Key Understandings

1. Water route exploration led to the discovery of new land.
2. The effect of exploration caused Native Americans to lose their land, freedom, and lives.

Focus Standards Addressed in the Unit

8.1.5.A	Identify and explain the influences of economic features on continuity and change over time.
8.1.5.B	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
8.1.5.C	Locate primary and secondary sources for the research topic and summarize in writing the findings.
8.3.5.A	Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.
8.3.5.B	Illustrate concepts and knowledge of historical documents, artifacts , and places critical to United States history.

8.3.5.C	Differentiate how continuity and change in U.S. history are formed and operate. <ul style="list-style-type: none"> ● Belief systems and religions ● Commerce and industry ● Technology ● Politics and government ● Physical and human geography ● Social organizations
8.3.5.D	Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. <ul style="list-style-type: none"> ● Ethnicity and race ● Working conditions ● Immigration ● Military conflict ● Economic stability
5.2.5.B	Identify behaviors that promote cooperation among individuals.
5.3.5.F	Examine different ways conflicts can be resolved
5.3.5.G	Describe how groups try to influence others.
6.1.5.A	Explain how limited resources and unlimited wants cause scarcity .
6.1.5.B	Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.
6.1.5.C	Explain how people's choices have different economic consequences.
6.1.5.D	Demonstrate how availability of resources affects choices.
6.4.5.A	Explain why people specialize in the production of goods and services and divide labor.

Important Standards Addressed in the Unit

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Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> ● Columbus landed in what is now America. ● Native Americans gave themselves the name "Indians" ● Columbus's voyage was to prove the world was round. ● The Maya predicted the world would end in 2012. 	<ul style="list-style-type: none"> ● Columbus actually landed in the Caribbean. ● Columbus gave the name "Indians" to Native Americans because he thought he landed in the East Indies. ● Columbus was looking for a western sea route to Asia. ● The Maya simply stopped adding to their calendar.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> ● Europeans come to the Americas ● Explorers and Conquerors ● The Spanish build an empire ● Search for a Northwest Passage ● Jamestown Colony 	<ul style="list-style-type: none"> ● Explain how the meeting of Columbus and the Taino People changed the world. 	<ul style="list-style-type: none"> ● expedition ● colony ● Columbian Exchange ● Leif Ericson ● Christopher Columbus

<ul style="list-style-type: none"> Plymouth Colony 	<ul style="list-style-type: none"> Identify the effect of the Battle for Tenochtitlan and how it changed the Americas. Describe life in New Spain. Formulate a newspaper article on what happened to the Colony of Roanoke. Explain why the explorers were searching for a Northwest Passage. Describe how John Smith saved Jamestown. Show how the Wampanoag People helped the Pilgrims at Plymouth. 	<ul style="list-style-type: none"> King Ferdinand Queen Isabella conquistador Moctezuma Tenochtitlan New Spain encomienda missionary New Spain Mexico City charter armada Sir Walter Raleigh John White Virginia Roanoke Island Northwest Passage profit Jacques Cartier Samuel de Champlain Hudson River Henry Hudson stock cash crop Indentured Servants house of Burgesses John Smith Pocahontas John Rolfe Mayflower Compact sachem Massasoit Squanto Samoset William Bradford
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Assessments:

projects, reports, mapping activities, formative/summative assessments, vocabulary activities, art work, debates, role playing, readers theatres/plays

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Student Journals, Cooperative Learning Groups, Think-Pair-Share, anchor charts

Differentiation:

Study guides, scaffolding notes, cloze activities

Interdisciplinary Connections:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information.

Additional Resources: Discovery Education, Brain Pop, Glogster, Comic Life, Maps, Globes, Internet, Educational videos, Primary and Secondary Resources, Artifacts

Created By:

Social Studies Curriculum Committee



Early U.S. History / Grade 5

Colonization and Conflict

Subject
US History

Grade
5

Unit
Colonization & Conflict

Suggested Timeline
4-5 weeks

Grade Level Summary

This curriculum focuses on Western Hemisphere history that emphasizes geography, culture, and early American life. Beginning with an introduction to United States History, this curriculum explores Native American civilizations in both North and South American, European exploration of the “New World”, and the founding of the New England, Middle, and Southern colonies. European exploration of the Americas changed the world, which included the growth of American colonies despite conflict and cultural differences. Other geography skills include Canada and Latin America.

Grade Level Units

Unit 1: Life in the United States
Unit 2: Cultures/West and East
Unit 3: Contact and Exploration
Unit 4: Colonization and Conflict
Unit 5: Geography of Canada and Latin America

Unit Title

Colonization and Conflict

Unit Summary

In this unit, students will learn about how and why the original thirteen colonies were settled. They will explore the beginnings of the New England, Middle, and Southern colonies individually. Then, students will read about similarities and differences in daily life in the colonies. Finally, they will also learn about the introduction, impact, and role of slavery in the colonies.

Unit Essential Questions

1. Even though the French, Dutch, and Spanish also had settlements in the new land, how did England become the major colonizer?
2. Why did the settlers come to the colonies?
3. How does location affect how people live?

Key Understandings

1. Interactions between colonists and Native Americans
2. The many challenges and struggles of living in the colonies.
3. Key individuals responsible for developing New England, Middle, and Southern colonies.

Focus Standards Addressed in the Unit

8.1.5.A

Identify and explain the influences of **economic** features on continuity and change over time.

8.3.5.A

Compare and contrast common characteristics of the **social, political**, cultural and **economic** groups in United States history.

8.3.5.D

Examine patterns of **conflict** and cooperation among groups and organizations that impacted the history and development of the United States.

- **Ethnicity** and race

	<ul style="list-style-type: none"> Working conditions Immigration Military conflict Economic stability
8.4.5.A	Compare and contrast common characteristics of the social, political , cultural, and economic groups in world history.
5.2.5.B	Identify behaviors that promote cooperation among individuals.
5.3.5.F	Examine different ways conflicts can be resolved.
5.3.5.G	Describe how groups try to influence others.
6.1.5.A	Explain how limited resources and unlimited wants cause scarcity .
6.1.5.B	Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good. Materials & Resources
6.1.5.C	Explain how people's choices have different economic consequences.
6.1.5.D	Demonstrate how availability of resources affects choices
6.2.5.A	Describe how goods and services are distributed.
6.2.5.B	Identify how pricing influences sellers and consumers.
6.2.5.D	Identify factors that cause changes in price .
6.3.5.C	Explore ways in which tax revenue is collected.
6.4.5.A	Explain why people specialize in the production of goods and services and divide labor.
6.4.5.B	Explain the growth in international trade .

Important Standards Addressed in the Unit

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Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> The French and Indian War was between the French and the Native Americans. All of the colonies were set up the same. Each colony was able to have their own form of government from conception. Women, men and children all had the same rights in the new colonies. 	<ul style="list-style-type: none"> The French and the Native Americans were allies. Each colony was governed like the founding country. At first each colony was governed by their founding country. Women and children had little rights in the colonies.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> The New England Colonies The Middle Colonies 	<ul style="list-style-type: none"> Identify the Puritans and why they came to the Americas.. 	<ul style="list-style-type: none"> covenant tolerate

<ul style="list-style-type: none"> • The Southern Colonies • The English Came to America • The Colonial Economy • Slavery in the Colonies • The Colonial Way of Life • Spanish Missions • The French in North America • The French and Indian War 	<ul style="list-style-type: none"> • Determine the importance of William Penn to the colony of Pennsylvania. • Discuss why the colony of Georgia was set up and why the King was eager to have it set up. • Identify the reason people would choose to come to the colonies. • Explain the dangers of coming to the Americas. • Determine why the New Englanders used the sea. • Describe the Plantation System and how it worked. • List some of Benjamin Franklin's contributions to Philadelphia. • Explain the main purpose for the Spanish Missions. • Determine the reasons for France building colonies in North America. • Describe the results on the French and Indian War. 	<ul style="list-style-type: none"> • King Charles I • John Winthrop • Roger Williams • Anne Hutchinson • Thomas Hooker • Metacomet • conestoga • King Charles II • William Penn • proprietor • debtor • indigo • James Oglethorpe • King George II • slave trade • export • import • agriculture • free enterprise • industry • triangular trade • Middle Passage • plantation • Slave Codes • overseer • frontier • almanac • Back Country • mission • Don Juan de Onate • Antonia de Otermin • Pope • Diego de Vargas • Junipero Serra • portage • voyageur • coureur de bois • Samuel de Champlain • Jacques Marquette • Louis Jolliet • Robert LaSalle • Jean Baptiste Point du Sable • French & Indian War • Treaty of Paris • Proclamation of 1763 • George Washington • Edward Braddock • Pontiac • King George III
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Assessments:

projects, reports, mapping activities, formative/summative assessments, vocabulary activities, art work, debates, role playing, readers theatres/plays

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Student Journals, Cooperative Learning Groups, Think-Pair-Share, anchor charts

Differentiation:

Study guides, scaffolding notes, cloze activities

Interdisciplinary Connections:

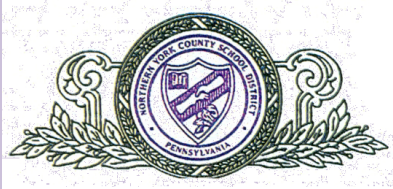
CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information.

Additional Resources:

Discovery Education, Brain Pop, Glogster, Comic Life, Maps, Globes, Internet, Educational videos, Primary and Secondary Resources, Artifacts

Created By: Social Studies Curriculum Committee



Early U.S. History / Grade 5

Geography of Canada and Latin America

Subject
Social Studies

Grade
5

Unit
Geography

Suggested Timeline
3-4 weeks

Grade Level Summary

This curriculum focuses on Western Hemisphere history that emphasizes geography, culture, and early American life. Beginning with an introduction to United States History, this curriculum explores Native American civilizations in both North and South American, European exploration of the “New World”, and the founding of the New England, Middle, and Southern colonies. European exploration of the Americas changed the world, which included the growth of American colonies despite conflict and cultural differences. Other geography skills include Canada and Latin America.

Grade Level Units

Unit 1: Life in the United States
Unit 2: Cultures/West and East
Unit 3: Contact and Exploration
Unit 4: Colonization and Conflict
Unit 5: Geography of Canada and Latin America

Unit Title

Geography Skills of Canada and Latin America

Unit Summary

In this unit, students will learn about the physical and political features of North America including Canada and Latin America. Students will use a variety of geographic skills to identify and locate physical features, and to construct and interpret maps. Places and regions identified by physical and human characteristics.

Unit Essential Questions:

1. How does the environment and location of certain countries affect the daily lives of the people that inhabit that area?

Key Understandings:

1. Students will understand how the geographical location and environment will affect the lives of the people living there.

Focus Standards Addressed in the Unit

7.1.5.A

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.5.B

Describe and locate **places** and **regions** as defined by physical and **human features**.

7.2.5.A

Describe the characteristics of **places** and **regions**.

7.2.5.B

Identify the basic physical processes that affect the physical characteristics of **places** and **regions**.

7.3.5.A

Identify the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities

	<ul style="list-style-type: none"> Political activities
7.4.5.A	Describe and explain the effects of the physical systems on people within regions .
7.4.5.B	Identify the effect of people on the physical systems within a community.

Important Standards Addressed in the Unit

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Toronto is the capital of Canada. All Canadians speak French. It is always cold. Canada is divided into states like the United States. Latin America is divided into states not countries. 	<ul style="list-style-type: none"> Ontario is the capital of Canada. Canada has one French speaking province. Canada is divided into provinces and territories. Parts of Canada experience four seasons.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Geographic Tools Locations of Places and Regions Physical Characteristics Physical Processes Human Characteristics Impact of Physical Systems on People 	<ul style="list-style-type: none"> Students will identify the provinces and territories of Canada Students will be able to identify the countries making up Latin America as well as labeling the Native American Groups from that area. Students will be able to identify key map features of Canada and Latin America. Students will be able to identify key landforms of Canada and Latin America. Students will be able to explain how the environment of their region affects the daily life of its people. 	<ul style="list-style-type: none"> region population settlement geographic tools longitude and latitude province territory country culture diversity map landforms

Assessments:

projects, reports, mapping activities, formative/summative assessments, vocabulary activities, art work, debates, role playing, readers theatres/plays

Suggested Strategies to Support Design of Coherent Instruction

Student Journals, Cooperative Learning Groups, Think-Pair-Share, anchor charts

Differentiation:

Study guides, scaffolding notes, cloze activities

Interdisciplinary Connections:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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