

5th Grade Social Studies Curriculum

Western Hemisphere

Grade Level Goal

Using the content of the State of Michigan standards and Catholic Social Teachings, students in the fifth grade learn significant social studies concepts about the Western Hemisphere. Building on prior knowledge, students explore the geography, ancient history, economics, culture, government and civics of the various countries of the Western Hemisphere. The fifth grade content expectations prepare students to broaden their global views.

September

Unit Title	The World in Temporal Terms
Big Ideas	Evaluate evidence, compare and contrast information, interpret the history record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
Essential Questions	<ul style="list-style-type: none"> • What do historians use to organize and explain human activities over time? • How do historians use a variety of sources to explore the past? (i.e. artifacts, primary and secondary sources, maps technology) • What are the cultural institutions used to develop a civilization? (i.e. political, economic, religion/belief, science/technology, written language, education, family)
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Define an era or period of time. ✓ Identify different sources that historians use. ✓ Compare and contrast ancient cultural institutions with those in contemporary society.
GLCE	H1, H1.1. H2, H4
Catholic Social Teachings	Care of God's Creation

October

Unit Title	Geography of North America
Big Ideas	Exploring the geography of North America through regions, location, spatial thinking and physical features.
Essential Questions	<ul style="list-style-type: none"> • Where is North America? • What are the physical features of North America? • How does the physical geography affect the way people live in North America? • How has human environment interaction influenced North America?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Locate North America on a map. ✓ Label countries, capitals, regions and important physical features. ✓ Explain how physical features determine how people settled. ✓ Provide examples of how humans impact their environment and how the environment impacts people.
GLCE	G 1, G 1.1, G 1.2, G 1.3, G 2, G 2.1, G 3.2, G 4.3, G 5.1, G 5.2, W 2.1.3
Catholic Social Teachings	Care of God's Creation

November

Unit Title	History of North America
Big Ideas	Migration and settlement play a major role in the historical aspects of North America.
Essential Questions	<ul style="list-style-type: none"> • How did the first inhabitants of North America get here? • How did they use their environment to survive? (hunters, gatherers) • How did the Agricultural Revolution change where people settled? • Who were the early peoples of North America?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Create a map of the migration of peoples into North America. ✓ Describe the different ways people use their environment to survive. ✓ Explain how the onset of farming brought about communal life. ✓ Identify and locate major peoples of North America. ✓ Distinguish defining characteristics of early peoples. (i.e. government, language, religion, social structure, technology and division of labor)
GLCE	W 1.1, W 1.2, W 2.1, W 2.1.3, W 2.1.4, G 1
Catholic Social Teachings	Care of God's Creation, Call to Family, Community and Participation, Rights and Responsibilities and Solidarity.

December

Unit Title	Physical Geography of Latin America
Big Ideas	Region, location, spatial thinking and physical features of Latin America.
Essential Questions	<ul style="list-style-type: none"> • Where is Latin America? • What are the physical features of this region? • What countries/capitals make up this region? • How does the physical geography affect the way people live in Latin America? • How has human environment interaction influenced Latin America?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Locate Latin America on a map/globe. ✓ Label countries, capitals, regions and important physical features. ✓ Explain how physical features determined how people settled. ✓ Write examples of how humans impact their environment and how the environment impacts humans.
GLCE	G 1, G 1.1, G 1.2, G 1.2, G 1.3, G 2, G 2.1, G 3.2, G 4.3, G 5.1, G 5.2, W2.1.3
Catholic Social Teachings	Care of God's Creation

January

Unit Title	History of Latin America.
Big Ideas	Analyzing the civilizations and empires that emerged during this era in Latin America; noting the political, economic, and social systems, as well as the changing interactions with the environment. (Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)
Essential Questions	<ul style="list-style-type: none"> • Who are the Mayas? Where did they settle? • Who are the Aztecs? Where did they settle? • Who are the Incas? Where did they settle? • How did their environment determine the developments of their civilizations? • How did the roll of economics shape the development of their civilizations? • What were similarities and differences among the three societies including religion, government, economy, and class structure? • What empires and civilizations emerged during this era? • What were the regional struggles and governmental system changed faced in these empires?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain the roll of economics in shaping the development of early civilizations. ✓ Name the ancient empires/civilizations of this era. ✓ Compare/Contrast the Mayan, Aztec and Incan empires. ✓ Describe and evaluate the regional struggles and changes in government systems among the Mayan, Aztec and Incan. ✓ Construct a timeline of main events on the origin and development of ancient civilizations of the Western Hemisphere. (i.e. Olmec, Mayan, Aztec, and Incan)
GLCE	W 3, W 3.1, W 3.1.2, W 3.1.3, W 3.1.4, W 3.1.5
Catholic Social Teachings	Care of God’s Creation, Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity.

February

Unit Title	Civics and Government
Big Ideas	In-depth study of the government structure and function, and its relationships with nations throughout the Western Hemisphere.
Essential Questions	<ul style="list-style-type: none"> • What is a democracy? • What is a dictatorship? • Why do you need government? • What are the major activities of government? • How do nations interact with one another?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Formulate reasons for government. ✓ Illustrate the main activities. (i.e. making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue and providing national security) ✓ Distinguish the main characteristics between democratic and totalitarian societies. ✓ Analyze ways that nations interact with each other. (i.e. trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force and threat of force)
GLCE	C 1, C1.1, C 3, C 3.6, C 4, C 4.3
Catholic Social Teachings	Care of God's Creation, Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity.

March

Unit Title	Economics
Big Ideas	Exploring the market, national and international economies of the Western Hemisphere.
Essential Questions	<ul style="list-style-type: none"> • What is an economy? • What are the elements of a market economy? • What is the role of the government in the economy? • What are some reasons for the effects of international trade? • What are the technologies that are used to move people products and ideas throughout the world?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Define economy. ✓ Chart the elements of a market economy providing examples. ✓ Describe how national governments make decisions that affect the national economy. ✓ Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of the economic interdependence. ✓ Diagram or map a movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital. (i.e. global supply chain for computers, athletic shoes and clothing) ✓ Explain how communications innovations have affected economic interactions and where and how people work. (e.g., internet-based home offices, international work teams, international companies) ✓ Chart the advantages and disadvantages of technology. (i.e. call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet)
GLCE	E 3.1.1, E 3.1.2, E 3.3, E 3.1.3, G 4.2
Catholic Social Teachings	Care of God's Creation, Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity.

April/May

Unit Title	Global Issues Past and Present
Big Ideas	Global climate change, globalizations, migration, human-environmental interactions, natural disasters.
Essential Questions	<ul style="list-style-type: none"> • What is global warming? • What is globalization? • What are the economic, political and cultural consequences of migration? • How have policies from the past positively or negatively impacted the environment of present and future generations? • How are societies affected by natural disasters? • How do the cultures of the Western Hemisphere differ? • What factors contribute to conflict and cooperation between and among cultural groups? • What cultural groups have clashed? • How has technology affected the landscape of the Western Hemisphere?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Evaluate the impact of global warming. ✓ Demonstrate ways that societies interact around the globe. ✓ Assess the effects of migration on society and provide examples. ✓ Investigate examples of how policies from the past have had consequences on their respective environments. ✓ Diagram the affects of natural disasters on human and physical systems, the economy, and the government. ✓ Develop an activity intended to contribute to solving a national or international problem. ✓ Identify and explain examples of cultural diffusion within the Americas. (i.e. baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration) ✓ Describe the factors that contribute to conflict and cooperation between and among cultural groups. (i.e. control/use of natural resources, power, wealth, and cultural diversity) ✓ Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999. ✓ Analyze and evaluate how variations in technology affect human modifications of the landscape. (i.e. clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining in Kentucky and West Virginia) ✓ Develop an activity intended to contribute to solving a national or international problem.
GLCE	G 6, G 6.1, P 3.1, P 4.2, G 4.1, G 4.4.1, G 4.4.2, G 5.1.2
Catholic Social Teachings	Care of God's Creation, Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and