



Dublin City Schools Social Studies K – 12 Vision Statement

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

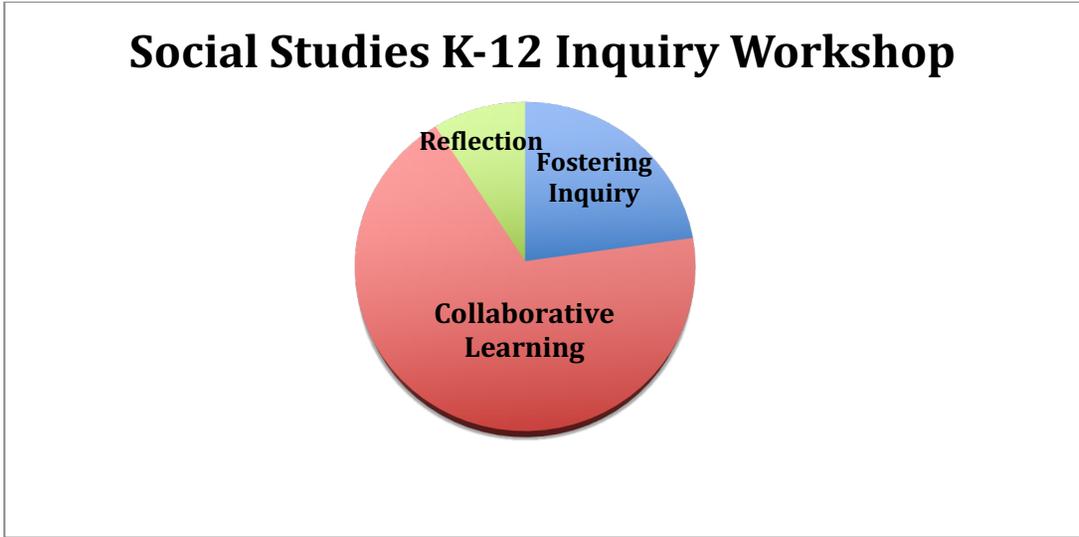
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources, studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.



Fostering Inquiry Focused Mini-lesson	Collaborative Learning	Reflection
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> • Connecting to the learning goal • Connecting to previous learning • Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>). • Explicitly teaching content/skill (e.g., preview, video clip, focused lecture) • Brief opportunities for students to share thinking together around the goal (active engagement) • Linking to the collaborative practice time and overall goals 	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> • Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>) • Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>) • Teacher conferring to differentiate with individual students or groups • Resource and research support given as needed • Evaluating resources & compiling evidence 	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> • Student sharing of new learning, reasoned conclusions and discoveries • Student reflecting on the learning goal • Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning • Student or group processing of the learning in a variety of ways (e.g., technology integration) • Preparing and participating in a culminating event to share learning • Taking informed action

Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

Support for the Implementation of the Instructional Program

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

Dublin City Schools Social Studies Graded Course of Study Grade 5

Grade 5 Social Studies Course Goals In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

Unit A: Geography of the Western Hemisphere	Unit B: People & Cultures (Past and present) of the Western Hemisphere	Unit C: Government Systems in the Western Hemisphere	Unit D: Economics of the Western Hemisphere in a Global Market
September & October	October- February	March	April - May
Compelling Question: <i>How does where you live influence how you live?</i>	Compelling Question: <i>How did peoples of the past, exploration, and more recent immigration impact our cultural diversity in the Western Hemisphere today?</i>	Compelling Question: <i>What is government and how does government authority affect citizens' rights?</i>	Compelling Question: <i>Why does the availability of resources and the choices that regions, workers, and the public make affect a global market?</i>
Geography 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.	History 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.	Government 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.	Economics 13: Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
Geography 5: Latitude and longitude can be used to make observations about location and generalizations about climate.	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.	Government 12: Democracies, dictatorships, and monarchies are categories for understanding the relationship between those in power or authority and citizens.	Economics 14: The choices made by individuals and governments have both present and future consequences.

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Geography 6: Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.	Geography 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.		Economics 15: The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.
Geography 7: The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	Geography 9: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and result in diversity.		Economics 16: The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.
	History 3: European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.		Economics 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.
	Geography 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.		Economics 18: Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.

Unit A	Learning Statements with Elaborations	Recommended Resources
<i>How does where you live influence how you live?</i>	<p>Geography 4: <i>Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.</i></p> <p>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.</p>	<p>Geography 4 NatGeo MapMaker Interactive - Layer multiple maps to make connections (similar to the Social Studies Alive Mapping Lab). MyTopo Custom Topo Maps, Aerial Photos, Online Maps, and Map Software (create aerial views of different locations) World Map for Kids (Different maps of the continents and countries)</p>

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<p>Students need to acquire skills associated with using geographic tools to communicate information from a spatial perspective, including aerial photographs and digital satellite images.</p> <p>Students need to understand the basic properties of geographic tools and have opportunities to practice using them, including:</p> <ul style="list-style-type: none"> • maps • globes • diagrams • aerial and other photographs <p>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.</p> <p>Geography 5: <i>Latitude and longitude can be used to make observations about location and generalizations about climate.</i></p> <p>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:</p> <ul style="list-style-type: none"> • location relative to the equator • bodies of water • mountains <p>This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six.</p> <ul style="list-style-type: none"> • 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. <p>As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes, including:</p> <ul style="list-style-type: none"> • Equator and Prime Meridian • Arctic Circle • Antarctic Circle • North Pole and South Pole 	<p>Map Maker (Maps become interactive)</p> <p>Geography & Geology For Kids - By KidsGeo.com (This site will then take you to latitude, longitude, aerial maps, descriptions of maps)</p> <p>Latitude & Longitude - Free Geography Games for Kids (Several different latitude and longitude games and activities)</p> <p>Literature: Me on the Map by Joan Sweeney Atlas in the Round by Keith Lye & Alastair Campbell (Dublin lit collection)</p> <p>Teacher Resources: TCI Chapter 1 from America Past Lesson 10 Tools of Geography from Dublin City Schools SS Alive Lesson 11 A Spatial Way of Thinking from Dublin City Schools SS Alive Lesson 20: TCI World Studies Latin America Mapping Lab from Dublin City School SS Alive Lesson 19: TCI World Studies The US & Canada Mapping Lab from Dublin City Schools SS Alive</p> <p>Instructional Suggestion: Use balloons to provide a three-dimensional representation of the Earth. Have students mark the equator, prime meridian, and other important lines of latitude & longitude in two different colors of permanent marker. Or, students could use strings to signify the equator and prime meridian.</p> <p>Geography 5 https://youtu.be/swKBi6hHHMA This video by Andy Jensen does an excellent job of explaining latitude and longitude as well as equator, tropics, Arctic Circle, and more.</p> <p>Instructional Suggestion: <i>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.</i></p>	
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	<p>Geography 6: <i>Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.</i></p> <p>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.</p> <ul style="list-style-type: none"> • Landform refers to the shape, form, or nature of physical features of Earth's surface, including: plains, hills, plateaus, 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, 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, levels of income <p>Geography 7: <i>The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.</i></p> <p>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.</p> <p>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.</p>	<p><i>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.</i></p> <p>Geography 6 Activity idea to help you transition from geography to Latin American Civilizations "Spacial Way of Thinking" assessment using Canada/US and Latin America Economic Activity Map (Original found in Content Library)</p> <p>Instructional Strategies: <i>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.</i></p> <p>Geography 7 https://youtu.be/m8TkcWhmByg - Time Lapse video of transit from one end of Panama Canal to the other, including a number of lock systems.</p> <p>Erie Canal timeline, history and culture - (Long before railroads, interstate highways, or jets, the Erie Canal opened the interior of North America and shaped the future of a young nation. It's legacy remains as integral part of our nation's heritage) Literature: The Great Kapok Tree by L Cherry (A fictional book that tells the story of a man who decides to cut down a tree in the rainforest. He realizes the consequences of his actions.) Lesson 12 Urban Sprawl in North America: Where Will It End? from Dublin City Schools SS Alive</p>
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		<p>Instructional Strategies: <i>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:</i></p> <ul style="list-style-type: none"> • <i>Urbanization: Loss of animal habitats, pollution</i> • <i>Dam construction: Loss of farmland, disruption of ecosystems, prevention of flooding, power generation</i> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • Use appropriate geographic tools to gather, process, and report information about people, places, and environments. • Use location to make generalizations about climate. • Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics. • 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. 		
<p>Cross-Curricular Connection Ideas:</p> <ul style="list-style-type: none"> • Connect to 5th grade science study of ecosystems with the impacts of non-native species of plants & animals as one way that humans have altered the physical environments. Another example is draining the everglades & the impact on the area as well as the ecosystems of the area. • Connect to History Content Statement 2 regarding early Indian civilizations and Geography Content Statement 8 regarding American Indian cultural groups to provide context for the study of how the physical environment influences ways of life. • Connections can be made to the study of the environment in the Science Academic Content Standards, especially around sustainability and climate change. The Technology Academic Content Standards also provide opportunities to study the interaction of humans with their environment. 		

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Unit B	Learning Statements with Elaborations	Recommended Resources
<p><i>How did peoples of the past, exploration, and more recent immigration impact our cultural diversity in the Western Hemisphere today?</i></p>	<p>History 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. 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.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.</p> <p>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).</p> <p>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.</p> <p><i>In fourth grade, students learned about prehistoric and historic American Indians (e.g., mound builders).</i> At this level, students will study the basic characteristics of governments, cultures, technologies, agricultural practices, and products of four early civilizations in the Americas:</p> <ul style="list-style-type: none"> • Inca • Maya • Aztec • Mississippian <p>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:</p> <ul style="list-style-type: none"> • 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 • agriculture – farmers used a slash and burn method; and maize was the most common crop 	<p>History 1 World History : HyperHistory (Many Multiple-tier Timelines. Choose a category on the left side of the screen, then choose a time period on the right side of the screen.) How to Make a Multi-Tier Timeline eHow.com (Simple directions for making your own multiple tier timeline using word processing program.) UH - Digital History(Digital history provides interactive timelines, images, and articles)</p> <p>Use the Visual Timeline books in our classroom library DK Publishing</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> • Multi Tier Timeline Project <p>Extension: Interactive Timelines that might interest those students that are really interested in history.</p> <p>History 2 Activity idea to help you transition from geography to Latin American Civilizations The First Americans - Article produced by the BBC explaining how humans first migrated to North & South America - for teacher background information, not written for children. Adventure Map - Science Museum of Minnesota (View Mayan sites, adventures and activities) Mississippian Artifacts - Ohio History Connection - Smithsonian - National Museum of the American Indian Education Dept. - provides guides for educators on Native American Nations, and resources for students on artifacts, history, culture, and everyday life. Exhibitions can also be viewed online. The Rise and Fall of the Maya Empire Video ? History.com (2 minute video clip to show accomplishments of Mayans; could be used as an intro to unit.) Lesson 6 The Mayas Dublin City Schools SS Alive</p>

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Geography 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.

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
- the Southwest

The cultural groups of Latin America are:

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

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

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.

Lesson 7 The Aztecs Dublin City Schools SS Alive
 Lesson 8 The Incas Dublin City Schools SS Alive
 Lesson 9 Achievements of the Maya, Aztecs and Incas
 Dublin City Schools SS Alive

Geography 8

[Home | National Museum of the American Indian](#)(The National Museum of the American Indian?s Education department (click that button),provides guides for educators on Native American Nations, and resources for students on artifacts, history, culture, and everyday life. Exhibitions can also be viewed online.)

[Search | National Museum of American Indian](#) (Direct link to collections of each cultural group)

Geography 9

[The History of Immigration to the United States](#) (Video made by Business Insider that shows how immigration has changed throughout the years and gives explanations for why)

□ [Two Centuries of Human Immigration](#) (Animation that shows which countries immigrants moved to the U.S. from since 1820)

Lesson 12 Urban Sprawl in North America: Where Will It End? from Dublin City Schools SS Alive

Lesson 14 Migration to the United States: The Impact on People and Places from Dublin City Schools SS Alive

Lesson 15 Spatial inequality in Mexico City: From Cardboard to Castles from Dublin City Schools SS Alive

Lesson 18 Life in Central Andes: Adapting to a Mountainous Region from Dublin City Schools SS Alive

Instructional Suggestions: To introduce the concept of "push" and "pull" factors, have students read short biographies of famous Americans who were born in other countries. Have them identify the factors that contributed to their emigration to the U.S.

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

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- Environmental factors include climate and natural disasters.
- Social factors include:
 - discrimination
 - intolerance
 - religious freedom
- Economic factors include:
 - the availability of resources
 - changes in trade patterns
 - employment opportunities

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

History 3: European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.

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)
- 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.

Geography 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.

Culture describes the learned behavior of a selected group including:

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

History 3

[Early American Explorers](#) (Compilation of links to other resources such as biographies of explorers, unit plans, lesson plans, activities, powerpoints (pdfs to download), etc.)

☐ [Exploration Interactive Map](#) (North American Map - click on the explorer and it will show you their routes.)

☐ [European Exploration](#) (Compilation of resources explaining the influence of the European Explorers. For lesson plan ideas, select History & Social Studies, and then select Early Multi-National Influences in the U.S.)

☐ [EDSITEment | The Best of the Humanities on the Web](#) (For lesson plan ideas, select History and Social Studies, and then select EARLY Multi-National Influences in the United States.)

☐ [Explorers - A - Enchanted Learning.com](#) (Biographies of Explorers)

☐ [An Adventure to the New World](#) - (The students mission is to claim all land for the monarchy, locate a new trading route across the ocean, look for the Northwest Passage, and bring back gold, silver, metals, spices, new plants, and any items deemed valuable.)

☐ [American Journeys-](#) (This site contains more than 18,000 pages of eyewitness accounts of North American exploration, from the Vikings in Canada in AD1000 to the diaries of mountain men in the Rockies 800 years later. First hand accounts of explorers, Indians, missionaries, traders and settlers from the earliest days of American history.)

☐ [European Exploration and Colonization Webquest-](#) (Webquest that focuses on lasting effects of European exploration and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products.)

☐ Brain Pop: [Columbian Exchange](#) - Discusses how explorers opened up trade routes between the "Old World" and "New World"

Literature

Exploration and Conquest: The Americas after Columbus: 1500-1620 by Betsy and Guilio Maestro (lit collection)
The Discovery of the Americas by Betsy and Giulio Maestro (lit collection)

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	<p>Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among groups including:</p> <ul style="list-style-type: none"> • American Indians • Europeans • Asians • Africans <p>Students understand this diversity through an examination of various cultural groups in the Western Hemisphere including:</p> <ul style="list-style-type: none"> • languages • belief systems • artistic expressions • food 	<p><i>The World Made New</i> by Marc Aronson and John W Glenn (lit collection) <i>So You Want to be an Explorer?</i> by Judith St. George and David Small <i>Encounter</i> by Jane Yolen <i>Around the World in a Hundred Years: From Henry the Navigator to Magellan</i> by Jean Fritz (12 chapters about different explorers) <i>Explorers Who Got Lost</i> by Diane Sansevere Dreher (collection of information about different explorers) <i>The New Americans Colonial Times 1620-1689</i> Betsy Maestro (lit collection) <i>Two Cultures Meet: Native American and European</i> National Geographic (book room) <i>Colonial Life: The Adventures of Benjamin Wilcox</i> National Geographic (book room) <i>Explorers: Searching for Adventure</i> by Gare Thompson (book room)</p> <p>Geography 10 Human Migration: The story of the Cultural Landscape(This lesson will help students understand key concepts of human migration through the examination of maps and census data.) American Memory from the Library of Congress - Home Page(An indispensable archive from the Library of Congress section on American Memory. Download historical pamphlets from the African American pamphlet collection, or three centuries of broadsides, including invitations to pioneers to get their land grants. Look at photographs from the Depression, or from the American West. Subheadings lead you to the archives of collections. You can print from the online image.) Scholastic Immigration: Story of Yesterday and Today (Has links to data regarding shifts in immigration throughout the years, a virtual tour of Ellis Island and profiles of children who are immigrants)</p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • Apply the conventions of B.C.E. and C.E to arrange and analyze events in chronological order. • Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products). • Compare cultural groups among American Indians in North and South America. 		

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- Explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Western Hemisphere.
- Describe lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemisphere.
- Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

Cross-Curricular Connection Ideas:

- Connect to Economics Content Statement 14 regarding the consequences of choices people make.

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><i>What is government and how does government authority affect citizens' rights?</i></p>	<p>Government 11: <i>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.</i></p> <p>Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include:</p> <ul style="list-style-type: none"> • almanacs • maps • trade books • periodicals • newspapers • photographs • digital resources <p>Students must also check their sources for accuracy. Criteria for an accurate source include:</p> <ul style="list-style-type: none"> • information is current and objective • information is relevant • information is validated by multiple sources • qualifications and reputation of the sources <p>Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include:</p> <ul style="list-style-type: none"> • tables • line/bar graphs • charts • digital images 	<p>Create a Graph Make a Chart Public Issues (Teachers can read about current issues in our government.) Dogonews CIA's World Factbook (Search for world factbook to access information on world governments.) iCivics "Who Rules?" Lesson Plan and Activities Scholastic Article on Types of Government for teacher History Guy list of types of Government - (List of TONS of different kinds of Government. Little blurbs for each type.) Ohio Resource Center > Home (This resource is a valuable reference in searching for information and comparing governments of the world.) World Governments and Leaders Reference</p> <p>Literature: <i>D is for Democracy</i> by Elissa Grodin <i>Yertle the Turtle</i> by Dr. Seuss</p>

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	<p>Government 12: Democracies, dictatorships, and monarchies are categories for understanding the relationship between those in power or authority and citizens.</p> <p>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.</p> <p>The focus of this content statement is on the relationship between those governing and those governed:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Teacher Resources: <i>What is a Democracy? What is a Dictatorship? What is a Monarchy?</i> all by Crabtree Publishing <i>Governments Around the World</i> by Ernestine Glesecke</p> <p>YouTube video on Types of Government - (Very professionally done video that describes why people groups have government, and how different types of governments represent different degrees of power vs freedoms. Definitely good for teachers to watch, debatable as to whether or not it is appropriate for students to watch.)</p> <p>Learning for Justice Lessons and Texts</p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • Investigate, organize, and communicate information on a public issue using multiple sources. • Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy. 		
<p>Cross-Curricular Connection Ideas:</p> <ul style="list-style-type: none"> • Connect public issues to Economics Content Statement 14 regarding the present and future consequences of decisions. • 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. 		

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Unit D	Learning Statements with Elaborations	Recommended Resources
<p>Why does the availability of resources and the choices that regions, workers, and the public make affect a global market?</p>	<p>Economic 13: Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p> <p><i>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.</i></p> <p><i>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.</i></p> <p>Economic 14: The choices made by individuals and governments have both present and future consequences.</p> <p>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.</p> <p>For example, at the national level, a government may choose to build a road in an undeveloped area:</p> <ul style="list-style-type: none"> • a short-term consequence would include improved transportation • a long-term consequence would be increased maintenance costs <p>For example, at the personal level, an individual may choose to spend more money on a fuel-efficient automobile:</p> <ul style="list-style-type: none"> • a short-term consequence is the higher price paid for the automobile • a long-term consequence is the savings on gasoline costs in the future <p>Economic 15: The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>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.</p> <p>Examples of specialization include:</p> <ul style="list-style-type: none"> • fishing communities 	<p>Supply and Demand (This link explores how supply and demand is affected by specialization.)</p> <p>Opportunity Cost (This is a 2 day lesson that explores why countries trade.)</p> <p>Land Use Conflict in the Amazon Rain Forest from Dublin City Schools SS Alive (ties into GEO 9)</p> <p>Literature:</p> <p><i>Blizzard: The Storm that Changed America</i> by Jim Murphy. (This is a content book that focuses on a significant event in history but also focuses on opportunity cost.)</p> <p>Bag of Chips, Two Cookies, and \$60,000 for Your Tuna Fish Sandwich - (In this EconomicsMinute, students figure out why bluefin tuna goes for tens of thousands of dollars, while a can of its cousin is available at the supermarket for \$1.99.)</p> <p>On the Road Again- (This National Geographic instructional resource is a lesson plan which asks students to identify systems of transportations used to move people and products.)</p> <p>Why Nations Trade- (This resource teaches trade and specialization in a way that is enjoyable for students and easy to understand. Students understand the economic concepts of opportunity cost and comparative advantage).</p> <p>Geography of a Pencil- (This lesson from National Geographic blends geography with economics)</p> <p>Teacher Resources:</p> <p><i>Teaching Economics Using Children's Literature</i> by Maryann Foltz</p> <p>Lesson 13 Consumption Patterns in the United States from Dublin City Schools SS Alive</p> <p>Lean on Me: We Depend on Each Other - (Resources from the Council for Economic Education Education for teaching students about</p>

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<ul style="list-style-type: none"> • tourist destinations • manufacturing <p>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.</p> <p>Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services.</p> <p>Capital goods consist of human-made materials needed to produce goods include:</p> <ul style="list-style-type: none"> • buildings • machinery • equipment • tools <p>Natural resources are productive resources supplied by nature. Natural resources include:</p> <ul style="list-style-type: none"> • ores • trees • arable land <p>Economic 16: The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p> <p>In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services.</p> <p>At this level, students consider the influence of available productive resources and the division of labor on productive capacity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.</p>	<p>the economic concepts of specialization and division of labor.)</p> <p>A Token Economy and Fifth Grade Financiers - (Ideas for creating token economies in your classroom.)</p> <p>Welcome to Econopolis- (Thinkquest site that provides links to important economic concepts and correlating activities.)</p> <p>The Chains of Interdependence - (This resource provides a lesson designed to make students aware of interdependence in any economy.)</p> <p>Why Nations Trade- (This resource teaches trade and specialization in a way that is enjoyable for students and easy to understand.</p> <p>Money Doesn't Grow on Trees- (Money doesn't grow on trees. This lesson introduces students to four ways people get money - they find it, win it, receive it as a gift, or earn it.)</p> <p>Do I Look Like I'm Made of Money - This lesson is designed to educate students about the need for money as a generally accepted medium of exchange.</p> <p>https://bizkids.com/</p> <p>Junior Achievement USA</p> <p>US Mint Financial Literacy</p>
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Economic 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.

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.

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

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)
- experiences (e.g., entry-level jobs, internship, apprenticeship, life)

Expectations for learning in the unit:

- Interpret a circle graph that displays information on part-to-whole relationships of data.
- Explain the present and future consequences of an economic decision.
- Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.
- Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.
- Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.
- Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.

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Cross-Curricular Connection Ideas:

- Connections can be made to mathematics through the creation of circle graphs from data in fractions and percentages. Connections can be made to the Technology Academic Content Standards, Technology and Information Literacy Standard, Benchmark A, regarding distinguishing between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to topics).
- 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 Academic Content Standards, Technology and Society Interaction Standard, Benchmark B, regarding the environmental impact of economic decisions.
- 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 Academic Content Standards, Technology Designed World Standard, Benchmark A, regarding how the value of goods and services varies by location.
- Connections can be made with the Technology Academic Content Standards, Technology Design Standard, Benchmark B, 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.