

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement**

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

CONTENT ELABORATION

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

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

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

EXPECTATIONS FOR LEARNING

Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

TOPIC: EARLY CIVILIZATIONS**Content Statement**

- 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.**

CONTENT ELABORATION

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

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).

TOPIC: HERITAGE**Content Statement**

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

CONTENT ELABORATION

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

Examples of the impact of European exploration of colonization include:

- place names (e.g., La Paz, Rio de Janeiro);
- languages (e.g., English, Spanish, Portuguese, French);
- religions (e.g., Catholicism, Protestantism);
- agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture); and
- agricultural products (e.g., chickens, horses, apples).

Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses.

EXPECTATIONS FOR LEARNING

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

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

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

CONTENT ELABORATION

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Use appropriate geographic tools to gather, process, and report information about people, places, and environments.

TOPIC: SPATIAL THINKING AND SKILLS**Content Statement****5. Latitude and longitude can be used to make observations about location and generalizations about climate.****CONTENT ELABORATION**

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

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

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

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Use location to make generalizations about climate.

TOPIC: PLACES AND REGIONS**Content Statement**

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

CONTENT ELABORATION

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

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

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

Climate includes long-term trends in weather elements and atmospheric conditions, including average temperature and average rainfall.

Population includes data about the people who live in a selected area, including:

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

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

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

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

EXPECTATIONS FOR LEARNING

Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.

TOPIC: HUMAN SYSTEMS**Content Statement**

- 7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.**

CONTENT ELABORATION

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

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

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

EXPECTATIONS FOR LEARNING

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.

TOPIC: HUMAN SYSTEMS**Content Statement**

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

CONTENT ELABORATION

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

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

The cultural groups of Canada and the United States are:

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

The cultural groups of Latin America are:

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

EXPECTATIONS FOR LEARNING

Compare cultural groups among American Indians in North and South America.

TOPIC: HUMAN SYSTEMS**Content Statement**

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

CONTENT ELABORATION

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

Political factors include changes in political leadership and citizen rights.

Environmental factors include climate and natural disasters.

Social factors include:

- discrimination;
- intolerance; and
- religious freedom.

Economic factors include:

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

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

EXPECTATIONS FOR LEARNING

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

TOPIC: HUMAN SYSTEMS**Content Statement**

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

CONTENT ELABORATION

Culture describes the learned behavior of a selected group including:

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

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

CONTENT ELABORATION

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

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Investigate, organize, and communicate information on a public issue using multiple sources.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

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

CONTENT ELABORATION

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

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

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

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

EXPECTATIONS FOR LEARNING

Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy.

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement**

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

CONTENT ELABORATION

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

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

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

EXPECTATIONS FOR LEARNING

Interpret a circle graph that displays information on part-to-whole relationships of data.

TOPIC: ECONOMIC DECISION MAKING AND SKILLS**Content Statement****14. The choices made by individuals and governments have both present and future consequences.****CONTENT ELABORATION**

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Explain the present and future consequences of an economic decision.

TOPIC: SCARCITY**Content Statement****15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.****CONTENT ELABORATION**

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

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

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

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

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

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

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

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

- ores;
- trees; and
- arable land.

EXPECTATIONS FOR LEARNING

Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement**

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

CONTENT ELABORATION

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

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

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

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

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

EXPECTATIONS FOR LEARNING

Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

TOPIC: MARKETS**Content Statement**

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

CONTENT ELABORATION

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.

EXPECTATIONS FOR LEARNING

Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.

TOPIC: FINANCIAL LITERACY**Content Statement****18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.****CONTENT ELABORATION**

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

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

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

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

EXPECTATIONS FOR LEARNING

Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.