

Elmont UFSD-5th Grade Social Studies –Pacing Guide

The Western Hemisphere

The recommended PNWBOCES lessons and Resources included in this pacing calendar are suggested resources to teach the NY State mandated Social Studies Standards found in the Key Ideas and Concepts section of this document. Website: <http://pnwboces.org/SSELA/index.htm> User name: Elmont Password: EUFSD45

Month(s)	Key Ideas and Concepts	Recommended PNW BOCES Lessons	Resources	ELA/Social Studies Connection
Sept.	<u>EARLY PEOPLES OF THE AMERICAS</u> - Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America. - Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life. - Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.	<i>Unit 1, Lesson 1:</i> Early Peoples of the Americas: Migration Routes and Settlement (3-4 class periods)	“How Did Humans Migrate to the Americas?” Variety of Peoples in the Western Hemisphere Map “First Americans.” Discovery Education Streaming.	SL.5.1; RH.5-8.7; RH.5-8.9
Oct.	<u>COMPLEX SOCIETIES AND CIVILIZATIONS: (1100 B.C.E. and 1500 C.E)</u> - Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy. - Complex societies and civilizations adapted to and modified their environment to meet the needs of their people. - Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.	<i>Unit 1, Lesson 3:</i> Great Civilizations Emerge in the Americas: Mayas, Incas and Aztecs (2 class periods)	Map link “The Dawn of the Mayas.” “Cuzco: City of Gold.” “The Aztec Empire.” “Characteristics of a Civilization” chart	RH.5-8.1; RH.5-8.2; RH.5-8.7; WHST.5-8.2

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Nov/ Dec	EUROPEAN EXPLORATION AND ITS EFFECTS - Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory. - Europeans encountered and interacted with Native Americans in a variety of ways. - The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people. - Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.	<i>Unit 2, Lesson 1:</i> European Exploration (4 class periods)	- Harcourt Social Studies Textbook pgs. 108-115 Newspaper Article Task Websites and Books for Research Map of the Western Hemisphere Map of European Colonies in the Western Hemisphere	RH.5-8.9; WHST.5-8.4; WHST.5-8.6; WHST.5-8.8
		<i>Unit 2, Lesson 2:</i> Europeans Encounter Native Americans (2 class periods)	"Journal Entry by Christopher Columbus" "Images and Descriptions Columbus and the Taino" "Compare and Contrast Chart for the Aztec"	RH.5-8.9; RL.5.1; RL.5.2; RL.5.6; WHST.5-7.4; WHST.5-8.6; WHST.5-8.8;
		<i>Unit 2, Lesson 4:</i> Sugar and the African Slave Trade (5 class periods)	How Sugar Changed the World "The Columbian Exchange." Teacher Tube Maps Showing the Connections between Sugarcane Production and the Slave Trade" There are 30 million slaves in the world, report says - Harcourt Social Studies Textbook pgs. 183-184	RH.5-8.1; RH.5-8.2; RH.5-8.3; RH.5-8.4; RH.5-8.7; W.5.11; W.5.11a; SL.5.1

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Jan.	<u>GEOGRAPHY IN THE WESTERN HEMISPHERE</u> - Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere. - The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: - North America (Canada and the United States) - Mesoamerica (Mexico and Central America) - Caribbean - South America - The physical environment influences human population distribution, land use, and other forms of economic activity.	<i>Unit 3, Lesson 2:</i> The Western Hemisphere: What's It All About? (2 class periods)	SMART Board Activity The Western Hemisphere Unlabeled Map	SL.5.1; RH.5.7; RH.5.9
		<i>Unit 3, Lesson 3:</i> Climate, Vegetation, and Population Density of North America, the Caribbean, Mesoamerica and South America (2 class periods)	Background Information for Teachers: "The Caribbean" "Climate and Vegetation Maps" - North America - Mesoamerica - South America Interactive Read Aloud Activity: "Climate and Vegetation in the Western Hemisphere"	RH.5-8.1; RH.5-8.2; L.5.6:
Feb.	<u>COMPARATIVE CULTURES</u> - The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries. - Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.	<i>Unit 6, Lesson 2:</i> Introduction to the Cultural Garden (3 class periods)	- Student readings on sports, foods, Independence Day celebrations - Graphic organizers for foods and sports	L.5.6.; RH.5-8.1; RH.5-8.2; WHST.5-8.4; SL.5.4
		<i>Unit 6, Lesson 5:</i> Immigration in the Western Hemisphere	"Western Hemisphere Immigration Today" "Impact of Migration on Mexico and the US" "Is a migrant really a refugee?"	RH.5-8.1; RH.5-8.2; RH.5-8.5; RH.5-8.6; RH.5-8.8; SL.5-8.4

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Mar./ Apr.	<u>GOVERNMENT</u> - Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere. - Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. - Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. - Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.	<i>Unit 4, Lesson 2:</i> The Founding Documents of Constitutional Democracy (3 class periods)	"British North America Act" "Canadian Bill of Rights in English and French" "United States Declaration of Independence" "United States Constitution" "United States Bill of Rights" "Graphic Organizer Web"	RH.5-8.1; RH.5-8.2; RH.5-8.8; WHST.5-8.4; SL.5-8.4
		<i>Unit 4, Lesson 4:</i> You Be the Investigator (3 class periods)	"What Is Government?" "You Be the Investigator" "You Be the Investigator" activity sheet three per group	RH.5-8.7; RH.5-8.4
		<i>Unit 4, Lesson 6:</i> Gaining Sovereignty: The Inuit	"The Inuit Transition to Sovereignty Worksheet" "Websites for Research"	L.5.5; RH.5-8.2; RH.5-8.9; WHST.5-8.4; WHST.5-8.4a; WHST.5-8.7; WHST.5-8.8
May/ Jun.	<u>ECONOMICS</u> - Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced? - Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants. - Countries trade with other countries to meet economic needs and wants. They are interdependent.	<i>Unit 5, Lesson 1:</i> Wants and Needs of People Living in the Western Hemisphere (3 class periods)	"People and Economics" Copies of graphic organizer for whole class	RL.5.1; RL.5.2; RL.5.6; RL.5.11; RH.5-8.6; RH.5-8.8; SL.5-8.1
		<i>Unit 5, Lesson 6:</i> To Trade or Not to Trade...That is the Question! (2 class periods)	Company and Country Connection "Background on Samsung" "Apple unveils two new versions of its iPhone to grab back market share" "A Year Without" activity sheet	L.5.4; RH.5-8.2; SL.5-8.1; SL.5-8.2; WHST.5-8.4