

<p>TRIMESTER 3 – UNIT 5</p> <p>5.6 Government</p> <p>(6 Weeks)</p>	<p>Unit Description:</p> <p>5.6 - The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 3; Themes: GOV, CIV)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • What tensions about slavery caused the Civil War? • What was it like to live during the Civil War? • How did key moments lead to the end of the Civil War? • What challenges did the United States face after the Civil War? • How have young people in modern times fought for a better life? 	<p>5.6a: Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p> <p>5.6b: Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p> <p>5.6c: Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <p>5.6d: Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation</p>	<ul style="list-style-type: none"> ➤ Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts. (5.6a) ➤ Students will examine the foundational documents of the United States government for evidence of the country’s beliefs, values, and principles. (5.6a) ➤ Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America. (5.6a) ➤ Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy. (5.6b) ➤ Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty. (5.6c) 	<p>Chapter 8</p> <ul style="list-style-type: none"> • Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (Lessons 1, 3, 4 & 5) • Lesson 1, 3, 4, & 5 Tests (Digital) • Inquiry Project (Optional) <p style="text-align: center;">Seal of Civic Readiness</p> <p>Pillar:</p> <p>Civic Knowledge</p> <p>Civic Mindset</p> <p>Civic Skills and Actions</p> <p>Civic Experience</p>

	<p>between nations, protect human rights, support economic development, and provide assistance in challenging situations.</p>	<p>➤ Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding. (5.6d)</p>	
<p>Resources: National Grade 5: U.S. History Making A New Nation Chapter 8: The Civil War and Reconstruction (only the following lessons)</p> <ul style="list-style-type: none"> ▪ Lesson 1 – What Tensions About Slavery Caused the Civil War? ▪ Lesson 3 – What Was It Like to Live During the Civil War? ▪ Lesson 4 – How Did Key Moments Lead to the End of the Civil War? ▪ Lesson 5 – What Challenges Did the United States Face After the Civil War? ▪ The IMPACT Today – How Have Young People in Modern Times Fought for a Better Life? 		<p>Student Inquiry Journal BrainPOP Civil War Civil War Causes Jim Crow Civil Rights Slavery</p>	

TRIMESTER 3 – UNIT 6	Unit Description:
5.7 Economics (5 Weeks)	5.7 – The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> • How did advancements in technology and transportation shape the nation? • What conflicts and compromises shaped the North and South? • How do economics and finances affect people’s decisions? • Why do products and ideas move from place to place? 	<p>5.7a: 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?</p> <p>5.7b: Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <p>5.7c: Countries trade with other countries to meet economic needs and wants. They are interdependent.</p>	<ul style="list-style-type: none"> ➤ Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences. (5.7a) ➤ Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources. (5.7b) ➤ Students will examine why certain products are manufactured places, considering the weight, transportation availability, and costs and markets (e.g., soda pop). (5.7b) ➤ Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy. (5.7c) 	<ul style="list-style-type: none"> • Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (Lessons 2 & 5) • Lesson 2 & 5 Tests (Digital)

		<p>➤ Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy. (5.7c)</p>	
<p>Resources: National Grade 5: U.S. History Making A New Nation Chapter 2 The Impact Today – Why Do Products and Ideas Move from Place to Place? (Student Research Companion pages 106-109) Chapter 7 (only the following lessons)</p> <ul style="list-style-type: none"> ▪ Lesson 2 -How Did Advancements in Technology and Transportation Shape the Nation? ▪ Lesson 5 -What Conflicts and Compromises Shaped the North and South? 		<p>Chapter 7 The IMPACT Today - How Do Economics and Finances Affect People’s Decisions Student Inquiry Journal Nearpod Supply and Demand <u>BrainPOP</u> Supply and Demand Recession Taxes</p>	