(Standards in **BOLD** are possible extended response items; Standards in *italics* are currently non-tested items.)

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| **First Nine Weeks- Geography, North America, and Government** |
| **State Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Q1-Weeks 1-4 (Geography):** 3.1-Process and report information identifying, location, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific and Southern Oceans using maps, globes, and other technologies.3.2-Interpret maps and globes using common terms including: country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.3.3-Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.3.4-Examine major physical and political features on globes and maps including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.3.5-Explain the difference between absolute and relative location.3.6-Use different types of maps (political, physical, population, resource, polar, projection, and climate) and globe skills to interpret geographic information from a graph or chart. **3.7-Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).****3.8-Interpret digital sources and informational text to describe how humans interact with their environment.***3.9-Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.*3.10-Trace the development of a product from its natural resource state to a finished product.**3.11-Analyze how natural resources have impacted the economy of each region and their connections to global trade.**3.12-Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought). **3.13-Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation and landfills.** | geographylandformscardinal directionsintermediate directionslegend map keycompass rosecountryregionmountainhemispherelatitudelongitudenorth polesouth poleequatortime zoneselevationapproximatedistance in milesisthmusstraightabsolute locationrelative locationpolitical mapphysical mapclimateprimary sourcesecondary sourcenatural resourcefinished producttradepopulationbasic needs | What are the major components of the world and how are they represented on a map?What can we learn about our world by studying and comparing formal regions?How can map features help us understand where we are in the world?What are the major physical features of the world and how do they affect how and where people live?What information can we gain by interpreting physical and political maps?What is the difference between absolute and relative location?What are the advantages and disadvantages of interpreting information from various sources about a location?What are some ways that human interactions with the environment make a positive and negative impact?What is the difference between a primary and secondary source? Which is more specific and reliable?How does a product go from natural resource to a finished product?How has the need for natural resources impacted global trade and the economy in various regions?How have weather forces impacted the geography and population of regions and continents?How do humans interact with their environment to meet basic needs? How does this affect the environment? | -Students will label a world map with the continents, oceans, major lines of latitude and longitude, hemispheres and poles.-Students will read, interpret and answer questions about different types of maps, charts, and graphs (political, physical, population, resource, polar projection, and climate, etc...)-Students will find a specific location on a map using map tools. -Students will research a North American landform using books and online sources, and write an informational report about the landform. -Students will create graphic organizers to compare political and physical maps and types of landforms.-Students will create a T-chart to differentiate between using relative and absolute location.-Students will view satellite images, topographical maps, and Google Earth and explain how these images can help interpret geographical information.-Students will read, interpret and write about human interaction with their environment using informational text. -Students will analyze pictures of landscapes, record changes using a graphic organizer, then explain why those changes were made and the consequences of those changes.-Students will analyze primary and secondary sources about a historical event.-Students will create a flow chart that traces a product's development from natural resource to finished product.-Students will read and write to an informational text about how natural resources impact economies and global trade.-Students will research a weather force and its impact on a region to create a foldable, written report, and/or other type of media for presentation.-Students will read and summarize passages on how people in various regions meet their needs, challenges, and solutions to problems. | ***Social Studies Weekly*:****Week 1**-All About Maps**Week 2**-The Amazing World of Maps**Week 3**- Physical and Political Maps**Week 4**-What is Time?**Week 5**-The Americas**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video images, as well as the weekly supplements)*-**Search "maps"** for U.S.Physical Map, World Map, Climate map, Topographical, Population maps, -**Search "globe"** for multiple images and videos**-Search topics for videos and/or images:****-**Earth intro video-U.S. Physical Features Video-Landforms images-How to researchPrimary and Secondary Sources-Needs and Wants-Natural Resources-Weather-GPS**Other resources:****worldatlas.com-** maps, latitude/longitude, physical maps, symbols, timelines, weather, native people, population, and other facts**googleearth.com**-satellite images**mapsofworld.com-** political, physical, historical, city, and many other maps of continents, countries, cities, etc...**mapmaker.education.national****geographic.com-** multiple map types, satellite images with layers that can be added and removed**Textbook**: **Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)**Chapter 3- GeographyChapter 4 RegionsMaps R8-R19Ch. 6 Lesson 2-natural resources to finished product**Downloadables/Printables and Lesson ideas:****abcteach.com****eduplace.com/ss/maps****teachervision.com****internet4classrooms.com/****links\_grades\_kindergarten\_****12/printable\_maps\_social\_ geography.htm****newsela.com-** current event articles you with lexile level and questions**liketolearn.com**-links to quizzes and maps for geography, states and capitals, and regions |
| **Q1-Weeks 5-9 (North America)**:  **3.14-Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.***3.15-Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America.***3.17-Compare and contrast a primary and secondary source of the same event or topic.**3.18-Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S.3.19-Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous U.S., using a globe to refine understanding of the location of the two states.3.20-Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.*3.21-Locate the states that comprise the regions of the United States.*3.22-Identify major physical features on a map. **Rivers**- Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee **Mountains**-Alaska Range, Appalachian, Cascade, Rockies **Bodies of Water-** Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific **Deserts**- Death Valley, Great Basin **Landforms**-Grand Canyon3.23-Identify examples of scarcity in and around specific regions.3.24-Interpret a chart, graph or resource map of major imports and exports.3.25-Define supply and demand and describe how changes in supply and demand affect prices of specific products.3.26- Describe how good and services are exchanged on local, regional, and international levels including transportation methods, bartering, and monetary exchange.3.27- Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee.3.28-Discuss the structure and purpose of government.3.29-Compare and contrast the national governments of Canada, Mexico, and the United States.3.30-Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. | culture ethnic group diversity population needs wants tradition custom shelter urban suburban rural longitude latitude primary sources secondary sources landforms physical map rivers mountains oceans lakes deserts scarcity import exports supply demand goods services barter trade consumer producer agriculture industry natural resource finished product human resources capital resources assembly line manufacturing Three Grand Divisions of TN government Constitution laws government service Congress Supreme Court President taxes  | How does the culture of a region influence its people?What historical figures, events, and groups shaped the continent of North America and its culture?Why are primary and secondary sources important components of history?What countries, states, regions and major cities in North America?How is using a map and globe different when identifying a place?What is the purpose of a physical map? What are the major physical features and bodies of water in and around the U.S.?What is scarcity?How do imports and exports affect our economy?What is the relationship between producers and consumers (supply/demand) and how do they depend on each other? How does supply and demand affect a product's price?How do people earn income and budget their money?How are goods and services exchanged on a local, regional, and international scale?What are the similarities and differences in landforms, climates, population, resources, and cities in the Three Grand Divisions of Tennessee?What is the purpose for government and how does it work?How is the government in the U.S. similar and different than in Canada and Mexico? What is the Constitution? Compare/Contrast the U.S. and TN Constitutions.What influence does the Constitution have on our rights and responsibilities and decisions made by the government? | -Students will research and/or read various informational texts and create a Venn diagram to compare and contrast two cultures. Students will write a comparative paragraph about the cultures.-Students will use primary source materials (pictures, newspaper articles, artifacts, maps, timelines, etc..) to summarize American people and events from the past. (Ex. Mayan, Aztec, Colonial America, American Revolution).-Students will read and summarize articles on current events from the newspaper or Social Studies Weekly.-Students will compare and contrast primary and secondary sources of the same event.-Students will label maps identifying Canada, Mexico, Central America, and the 50 states.-Students will evaluate the differences in Hawaii and Alaska's locations on a map vs. a globe. -Students will label the major U.S. cities on a map.-Students will identify and locate the regions of the U.S.-Students will label the major rivers, mountain ranges, bodies of water, deserts, and landforms on a physical map of North America.-Students will read about scenarios involving supply, demand, and scarcity and create solutions for problems.-Students will read and interpret an article, chart, map and/or graph involving imports and exports.-Students will create a cause/effect diagram or comic strip to show how supply and demand affects product price.-Students will participate in bartering with classmates, and differentiate between money and barter economy scenarios.-Students will label a map of TN with the Three Grand Divisions, major cities, populations, major landforms, natural resources. Students will answer questions about TN maps and compare and contrast the regions.-Students will create a poster or foldable identifying the three main branches of government and their functions.-Students will create a graphic organizer to compare and contrast the governments of the United States, Canada, and Mexico.-Students will use a graphic organizer to compare and contrast the United States and TN constitutions and summarize the comparison in writing. | Social Studies Weekly:  **Week 6**-North America**Week 7**-East Tennessee**Week 8**-Middle Tennessee**Week9**-West Tennessee**Week 12**-Benefits of Government**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video, images, as well as the weekly supplements)***Also search for**: -culture -Alaska -Hawaii -Search cities (Miami, New York, Nashville, etc...) -Search physical features (Colorado river, Rocky Mountains, etc...) -scarcity -goods and services -government -constitution -executive, judicial, and congress -trade, barter, supply, demand -Canada, Mexico**Textbook**:**Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)**Primary/Secondary Sources pgs. 220-221Related topics also found in: Ch. 1 RegionsCh. 2 People and CulturesCh. 5 Lesson 2-ScarcityCh. 6 Lesson 3Ch. 8 GovernmentCh. 9 Heroes in History**Downloadables/Printables and Lesson ideas:**\*see map websites for weeks 1-4 for printable maps and lesson ideas**tnhistoryforkids.org**-Tennessee specific resources, videos, etc...**newsela.com-** current event articles with lexile levels and questions**www.usconstitution.net/const kidsK.html**- student friendly explanations of the constitution and its parts**yourchildlearns.com**-interactive 50 state puzzle**classroom.jc-schools.net/SS-****units/presentations/ bartering ppt-** Powerpoint on money and bartering |

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| **Second Nine Weeks- South America and Europe** |
| **State Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Q2-Weeks 1-4 (South America):**  *3.31-Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.**3.32-Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures.*3.33-Identify on a map major countries of the continents (Brazil, Colombia, Cuba, Peru, and Argentina).3.34-Identify major physical features of the continent: Rivers: Amazon, Mountains: Andes, Bodies of Water: Straits of Magellan, Lake Titicaca, Landforms: Caribbean Islands, Galapagos Islands.3.35-Identify examples of scarcity in and around specific regions.3.36-Interpret a chart, graph, or resource map of major imports and exports.3.37-Define supply and demand and describe how changes in supply and demand affect prices of specific products.**3.38-Summarize the differences between a dictatorship and democratic forms of government.** | cultureisthmusChristopher ColumbusInca Empireslavery importationRio de Janeirocolonizationmestizoindustrymerchanturbansuburbanruralprimary sourcessecondary sourceslandformsphysical mapscarcityimport/exportgoods/servicessupply/demandbartertradeconsumerproduceragricultureindustry natural, human, and capital resourcesfinished productmanufacturingdictatorshipdemocracyCuban Revolution | What are the characteristics of South American culture?Why are Christopher Columbus and Amerigo Vespucci important people in South American history?What are the major countries and physical features of South America?What is the Panama Canal and how does it benefit travelers and trade?How does the climate in South American regions affect the supply of natural resources?How can scarcity of resources affect specific regions?What difficulties do South American people have in obtaining the resources they need? (government, geography, scarcity)What resources are imported and exported in South America?How does supply and demand affect prices of products?What is the difference between a dictatorship and a democracy? | -Students will research South America and/or a country in South America and summarize its history and culture in the form of a report or newspaper article.-Students will read and interpret a timeline and summarize the history of South America. Suggestions include: Inca culture, Amerigo Vespucci, Panama Canal, and current events.-Students will label a map with the major countries and physical features of South America.-Students will compare and contrast the difference in resources available in regions.-Students will read and interpret an import/export map and chart.-Students will examine how supply and demand affects prices of products. -Students will compare and contrast how a democratic government functions versus a dictatorship using role-play, graphic organizers and writing. | ***Social Studies Weekly*:***(Delivered Quarterly)*Week 10-Ancient CivilizationsWeek 11-South AmericaWeek 12-Benefits of GovernmentWeek 13-Economic Interdependence**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video, and images, as well as the weekly supplements)***Textbook**:**Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)**  (See index)**Other resources:****worldatlas.com-** maps, latitude/longitude, physical maps, symbols, timelines, weather, native people, population, and other facts**mapsofworld.com-** political, physical, historical, city, and many other maps of continents, countries, cities, etc.**www.coha.org & www.pri.org**(search for water scarcity)**education.nationalgeographic. com** (South American culture and geography)**biography.com** -Vespucci & Columbus**historyworld.net**- history, timelines, and quizzes relating to world history |
| **Q2 Weeks 5-9 (Europe):****3.39-Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music.***3.40-Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions, inventors, artists, writers, and political figures (Suggestions: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups to America, and current events).*3.41-Identify major countries of the continent (France, Italy, Germany, Russia, Spain and the United Kingdom).3.42-Identify major physical features of the continent: Mountains: Alps, Bodies of Water: Arctic Ocean, Mediterranean Sea.3.43-Identify examples of scarcity in and around specific regions.3.44-Interpret a chart, graph, or resource map of major imports and exports.3.45-Compare and contrast a monarchy and a democratic form of government. | landforms physical map scarcity imports and exports goods/services supply/demand barter trade agriculture industry manufacturing natural, human, and capital resources artifacts ancestors traditions cultures ethnic populations urban rural suburban longitude latitude primary and secondary sources   | What can culturally and economically unify people of a continent or a region?What are the contributions of European culture?How do cultures differ across Europe?How do cultures change and spread over time?What are cultural and religious celebrations and how are they alike and different?What cultural and religious holidays are celebrated in Europe? (France, Italy, Germany, Russia, Spain, and the United Kingdom)How have the Olympics influenced sports throughout the world?What key people and events helped shape the history of this region?What are the major countries and physical features in Europe?How does scarcity affect the countries in this region?What are the major imports and exports in Europe?How is a monarchy different from a democracy? | -Students will use informational text to gather information about various European countries and explain the contributions of different their cultures..-Students will read and interpret timelines and analyze historical journals related to major European historical figures and events.-Students will research and explain the formation of the first democracy (Roman Empire) and how this compares to our government today.-Students will identify countries, bodies of water and major physical features in Europe on a map.-Students will discuss examples of scarcity within Europe and solutions for this problem. (orally, foldable, etc...)-Students will interpret a chart, graph, or resource map of major imports and exports.-Students will compare and contrast different forms of government in Europe. (monarchy vs. democracy) | ***Social Studies Weekly*:**Week 14-Rights and ResponsibilitiesWeek 15-How did They Get From Here to There?Week 16-The Age of DiscoveryWeek 17-Europe**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video, images by searching for vocabulary, as well as audio and visual of the weekly supplements)***Textbook**:**Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)****See index:** Timelines, Imports, Exports, Scarcity-Maps R8-R19-Athens, Greece pg. 222-225-Great Britain & Comparing types of government chart pg. 175-Ch. 2 People and Cultures-Ch. 4 Lesson 3 Kinds of Communities  |

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| **Third Nine Weeks- Africa, Australia, and Asia** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Q3-Weeks 1-3 (Africa): 3.46- Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.***3.47- Tell a historic story with appropriate facts and relevant descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (Suggestions: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartholomew Diaz lands on Cape of Good Hope, Nelson Mandela, and current events).*3.48- Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa).3.49- Identify major physical features of the continent Rivers: Congo, Niger, Nile Mountains: Kilimanjaro, Mt. Kenya, Atlas Mountains Desert: Sahara Bodies of Water: Indian Ocean, Lake Victoria, Southern Ocean Landforms: Cape of Good Hope**3.50- Explain how people depend on the physical environment and its natural resources to satisfy their basic needs.**3.51 Identify examples of scarcity in and around specific regions.3.52- Interpret a chart, graph, or resource map of major imports and exports. | migrationartifactsancestorspopulationethnicEgyptcountriescontinentmountainsdesertoceanslakeslandformspopulationurbansuburbanrurallongitudelatitudeprimary sourcessecondary sourcesscarcityimportsexportsnatural resources | How does migration play a key role in the cultural geography of Africa?What is cultural celebration?What cultural and religious holidays do people celebrate in Africa?How have the influence of people and events, both past and present, shaped Africa?Why are the physical characteristics of a place a liability for settlement?What are the major physical components of Africa and the world, and how are they represented on a map?What factors influence the quality of the environment?How can humans promote a healthy environment? How do people in Africa meet their basic needs?What resources are scarce in Africa? What are some solutions?What can be done to help with the scarcity of natural resources in this region?What are major imports and exports in Africa? | -Students will read and interpret informational text and primary sources (Ex. photos, documents) to describe components of African culture through writing.-Students will research and report on historical people and/ or current events from Africa.-Students will identify major countries, bodies of water, deserts, landforms, and mountain ranges of Africa on a map.-Students will compare and contrast and write about basic human needs and how they are met in Tennessee, Africa, and the World.-Students will research the water crisis in Africa, and describe the crisis and possible solutions (building wells, Lifestraw, etc...)-Students will read and interpret charts, graphs, and import/export maps of Africa. | ***Social Studies Weekly*:**Week 18-Culture and Diversity-A Look at AfricaWeek 19-AfricaWeek 20-Earth's Population**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video images, as well as the weekly supplements)***worldatlas.com-** maps, latitude/longitude, physical maps, symbols, timelines, weather, native people, population, and other facts**googleearth.com**-satellite images**mapsofworld.com-** political, physical, historical, city, and many other maps of continents, countries, cities, etc...**mapmaker.education.national****geographic.com-** multiple map types, satellite images with layers that can be added and removed**Textbook**:**Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)****mrnussbaum.com-** interactive geography, history and biographies**education.nationalgeographic.com-** search for maps and videos on topics related to Africa**mapsofworld.com-** political, physical, historical, city, and many other maps of continents, countries, cities, etc...**mapmaker.education.national****geographic.com-** multiple map types, satellite images with layers that can be added and removed |
| **Q3-Weeks 4-6 (Australia):****3.53-Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.***3.54-Use information gained from timelines, primary sources, and informational text to identify major historical people, events, and patterns. (Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European settlement, Australia's independence, and current events).*3.55-Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania.3.56-Interpret a chart, graph, or resource map of major imports and exports. | landforms physical map scarcity import/export goods/services supply/demand barter consumer producer agriculture industry natural, finished, & human resources trade manufacturing artifacts ancestors traditions cultures ethnic populations urban, suburban, & rural longitude/latitude primary & secondary source | Who were the first people of Australia?What happened when the English landed on the Australian continent?How does the settlement of Australia compare with the settlement of the United States of America?What can we learn about Australia by comparing its formal regions?What are the major physical features and bodies of water of Australia?What are the major imports and exports of Australia? | -Students will compare and contrast Australian customs, history, holidays, and culture to the United States using informational text and primary sources.-Students will research major historical people, events, and patterns in Australian history and summarize them in writing.-Students will identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania on a map.-Students will read and interpret a chart, graph, or resource map of major imports and exports of Australia. | ***Social Studies Weekly*:**Week 25-AustraliaWeek 26-Humans and their Environment**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video images, as well as the weekly supplements)***australia.com****australianlandmarks.com** **aushistorytimeline.com****australia.mrdonn.org-**links to many resources including PowerPoints about Australia**Textbook**:**Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)** |
| **Q3 Weeks 7-9 (Asia):**3.57-Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, beliefs, customs, and music.*3.58-Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources, and informational text. Suggestions: Mesopotamia (including the creations of the written alphabet), important technologies of China (bronze casting, silk manufacture, invention of paper), The Great Wall of China, Marco Polo and trade along the silk route, 2004 Indian Ocean Tsunami, and current events.*3.59-Identify the major countries of the continent (China, India, Israel, and Japan).3.60-Identify the Himalayas, Mount Everest, and Mesopotamia.3.61-Interpret a chart, graph, or resource map of major imports and exports.3.62-Describe how goods and services are exchanged on local and international levels. | landformsphysical mapriversmountainsoceanslakesdesertsscarcityimport/exportgoods/servicessupply demandbarterconsumerproduceragricultureindustrynatural resourcefinished producthuman resourcecapital resourceassembly linetrademanufacturingartifactsancestorstraditionsculturesethnicpopulationsurbansuburbanrurallongitudelatitudeprimary sourcesecondary sources |  What makes the Asian culture unique?Who were the first people of Asia?What significant events in history happened on the Asian continent?How has exploration shaped this region and the world?What is the significance of The Great Wall of China? Marco Polo? The Silk Road?What are the major countries and physical features in Asia?What major products are imported and exported from China and other countries in Asia?How are goods and services transported on a global scale to and from Asia? | -Students will use informational text to write about components of Asian culture (history, language, clothing, food, beliefs, customs, holidays, music. etc...).-Students will research and present information on a historic event in Asian history.-Students will identify major countries, landforms, and bodies of water in Asia.-Students will interpret a chart, graph, or resource map of major imports and exports in Asia.-Students will describe, compare and contrast how goods and services are exchanged on local and international levels and the benefit of doing so. | ***Social Studies Weekly*:**Week 21-Communication in Ancient Times Week 22- Eastern Hemisphere Week 23-Asia Week 24-Resources and How They Are Used **Social Studies Weekly Online: *www.studiesweekly.com/online*** *(Use this site to find additional materials, audio, video images, as well as the weekly supplements)***mapsofworld.com-** political, physical, historical, city, and many other maps of continents, countries, cities, etc...**mapmaker.education.national****geographic.com-** multiple map types, satellite images with layers that can be added and removed**eduplace.com/ss/maps****teachervision.com****internet4classrooms.com/****links\_grades\_kindergarten\_****12/printable\_maps\_social\_ geography.htm****http://www.oddizzi.com/teachers/explore-the-world/places/asia/** |

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| **Fourth Nine Weeks- Antarctica, History, Culture, Geography** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Q4-Weeks 1-3 (Antarctica):***3.63-Create a multimedia presentation of social studies stories about explorations to Antarctica. Add drawings or other visual displays to stories or accounts of experiences when appropriate to clarify ideas, thoughts and feelings.**3.64-Use timelines and historical passages to summarize the history of a region including events, inventions/inventors. artists, writers, and political figures. Suggestions: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.**3.65-Conduct a short research project to examine the Antarctic Treaty.*3.66-Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met.3.67 Read and interpret information about the impact of people on the environment.3.68-Identify McMurdo Station. | landformsphysical mapriversmountainsoceanslakesdesertsscarcityimport/exportgoods/servicessupply/demandbarterconsumerproduceragricultureindustrynatural resourcefinished producthuman resourcecapital resourceassembly linetrademanufacturingartifactsancestorstraditionsculturesethnicpopulationsurban, suburbanrurallongitudelatitudeprimary sourcessecondary sources | How can geographic information systems and other geographic technologies impact development?What events, people, and places are important in Antarctic history?What is the Antarctic Treaty and why is it important?How are the extreme physical characteristics of a place a liability for settlement?How have people impacted the Antarctic environment?What is McMurdo station and why is it important? | -Students will create a multi-media presentation on Antarctic history. -Students will read and interpret timeline of people who explored Antarctica.-Students will read and summarize historical passages, events, and important figures in Antarctic history.-Students will research and explain the importance of the Antarctic Treaty.-Students will explain why there are only temporary residents in Antarctica giving details about the challenging physical environment and lack of resources.-Students will read and interpret informational text about and the environmental impact of people in Antarctica.-Students will identify McMurdo Station and its purpose. | ***Social Studies Weekly*:**Week 27- Antarctica Week 28-Connecting Tennessee with the World**Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video images, as well as the weekly supplements)***http://www.timeforkids.com/minisite/antarctica**- Photos, articles, and other information about Antarctica**http://www.ducksters.com/geography/antarctic.php**- Facts and maps of Antarctica**www.ats.aq/e/ats.htm**- Documents including explanations of the Antarctic Treaty and Environmental Protocol**http://www.usap.gov/videoClipsAndMaps/mcmwebcam.cfm**- Live Webcam, conditions and related information on McMurdo Station**http://www.coolantarctica.com/Antarctica%20fact%20file/science/threats\_tourism.php**- Information on the environmental impact of people |
| **Q4-Weeks 4-6 (History):** *3.16-Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures.* *Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, Barack Obama, etc...*  | boycott human rights civil rights nonviolent protest desegregation prosperityBaby Boom veteran vaccine  | What are some important events in U.S. history?Who were some important figures in U.S. history?How have important events and figures impacted our culture?How can the story of another American, past or present, influence your life?  | -Students will research a historical figure, create a timeline of important events in the life of that person, and/or write a short essay summarizing their significance in history. -Students read and interpret informational texts and primary sources about an issue or event during another time period. -Students will read primary and secondary accounts of the same historic events and analyze them for contradictions.   | **Social Studies Weekly Online: *www.studiesweekly.com/online*** *(Use this site to find additional materials, audio, video images, as well as the weekly supplements)* **tnhistoryforkids.com ducksters.com**- biography, geography and history for kids **mrnussbaum.com-** interactive geography, history and biographies **Textbook**: **Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009)***\*See Biographical Dictionary pgs. R6-R7*  |
| **Q4-Weeks 7-9 (Memphis in May)**\*See standards addressed in previous quarters for correlation to honored country. | culture geography history\*choose other terms related to honored country |  How is the honored country similar and different from our country?Which products and services do we export to and import from the honored country?How do people from the honored country express their culture?What physical features are unique to the country? |  -Students will research, complete a graphic organizer, and compare and contrast the honored country with our region.-Students will read and interpret charts, graphs, and resource maps relating to imports from and exports to the honored country.-Students will create a visual that highlights aspects of the honored country's culture.-Students will label a map with the major physical features of the honored country. | **memphisinmay.org****Social Studies Weekly Online:*****www.studiesweekly.com/online****(Use this site to find additional materials, audio, video images, as well as the weekly supplements)***\*Search for honored country** |