

**Unit Name: Chapter 1: The United States**  
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## UNIT

<b>Subject:</b>	<b>Social Studies/Geography</b>	<b>Country: USA</b>
<b>Course/Grade:</b>	<b>Geography/5<sup>th</sup> Grade</b>	<b>State/Group: NJ</b>
<b>School:</b>	<b>Dr. Joyanne D. Miller School</b>	

### UNIT SUMMARY

In this unit, students will

- Study the geography of the United States
- Get to know a teenager from Texas
- Go *On Assignment* in the United States
- Make connections between the physical geography, history, politics, and culture of the United States

### UNIT RESOURCES

**Pearson myWorld Geography Teacher Editions**  
**Pearson myWorld Geography Textbook**  
**Pearson myWorld Geography Student Journal**  
**Pearson myWorld Geography Exam View Test Bank CD-Rom**  
**Pearson myWorld Geography Assessment Handbook**  
**Pearson myWorld Geography Unit ProGuide**  
**Pearson myWorld Geography Activity Kit**  
**Pearson myWorld Geography Essential Question Posters**  
**Pearson my World Geography Wall Maps**

#### **Internet Resource Links:**

[myworldgeography.com](http://myworldgeography.com)

*On Assignment*

*Visual Glossary*

*Active Atlas*

*Data Discovery*

*Time Line*

*Culture Close-up*

*Self Test*

*Success Tracker*

*21<sup>st</sup> Century Learning Online Tutor*

[myworldgeography.com](http://myworldgeography.com) Student Center or [GIS.com](http://GIS.com)

<http://ph.infoplease.com/>

## STAGE ONE

### GOALS AND STANDARDS

Standard State: NJ

**6.1.12. U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **ENDURING UNDERSTANDINGS**

Students will demonstrate the following enduring understandings:

- \* An abundance of natural resources provides the basis for economic growth.
- \* European settlement greatly diminished Native American populations and forced their way of life to change.
- \*Immigration can dramatically shape a country's politics, economy and culture.
- \*Resources and geography have an important effect on settlement.
- \*Cooperation can be encouraged between different ethnic and cultural groups.
- \*Negotiations can encourage changes in government without revolution

### **ESSENTIAL QUESTIONS**

1. How can you measure success?

### **KNOWLEDGE AND SKILLS**

**United States Section 1** - Students will know the major continental regions of the United States

**United States Section 1** - Students will know the importance of natural resources to U.S. economic growth.

**United States Section 1** - Students will be able to identify and locate major physical features on an outline map of the region

**United States Section 1** - Students will be able to give an effective presentation about a region of the United States

**United States Section 2** - Students will know diversity in Native American cultures and impact of

European settlement on them.

**United States Section 2** - Students will know the importance of immigration to the establishment of the United States.

**United States Section 2** - Students will be able to sequence events in the history of the United States.

**United States Section 2** - Students will be able to draw conclusions about the importance of historical events in the United States.

**United States Section 3** - Students will know the extent of United States influence.

**United States Section 3** - Students will know the effect of immigration on the United States

**United States Section 3** - Students will be able to analyze the economy and culture of the United States

**United States Section 3** - Students will be able to ask questions about the United States Today.

## STAGE TWO

### ASSESSMENT DATA/PERFORMANCE TASKS

Pearson My World Geography Assessment Handbook Chapter 1 The United States Test A

Pearson My Student Journal pages 58 – 63, 6 journal Entries

Pearson My Student Journal pages 64 – 65, Writer's Workshop

## STAGE THREE

### LEARNING ACTIVITIES

**The United States Textbook pages 134 – 159**

### **Chapter Objectives: Begin with the End in Mind**

**Students will demonstrate the following enduring understandings:**

- An abundance of natural resources provides the basis for economic growth.
- European settlement greatly diminished Native American populations and forced their way of life to change.
- Immigration can dramatically shape a country's politics, economy, and culture

### **Connect: Make Learning Meaningful**

**Essential Question: How can you measure success?**

**myStory:** Vy balances her Vietnamese heritage with her life in the U.S.

**myworldgeography.com**

**myStory Online:** Get to know Vy through a video of her life and home.

**Student Journal:** Essential Question Preview

**Experience: Teach Knowledge and Skills**

**Student Edition**

- Read Sections 1, 2, 3 on textbook pages 134 - 159
- Answer Reading Checks and Section
- Assessment Questions

**Myworldgeography.com**

**On Assignment:** Visual Glossary, Active Atlas, Data Discovery, Timeline, Culture Close-up and Self Test.

**Student Journal**

- Sections 1, 2 and 3 Word Wise
- Sections 1, 2 and 3 Take Notes

**Teacher's Edition**

**myWorld Activities**

- Section 1: A Panel of Regions, T10
- Section 2: Living Timeline, T16
- Section 3: Classmate Quiz Game, T24

**21<sup>st</sup> Century Learning Online Tutor**

- Read Special Purpose Maps
- Give an Effective Presentation
- Sequence
- Draw Conclusions
- Analyze Cause and Effect
- Ask Questions

**Understand: Assess Understanding**

**Assessment Booklet**

- Chapter Test

## **Teacher's Edition**

### **myWorld Chapter Activity**

Students assume the roles of interviewers and of U.S. immigrants from various historical periods.

### **Student Journal**

Essential Question Writer's Workshop

### **Myworldgeography.com**

**On Assignment:** Students write an article or create a multimedia slideshow about their trip in the United States.

### **Success Tracker**

Administer chapter tests and remediate understanding

## **Student Edition**

Chapter Assessment