

# Egg Harbor Township Pacing Guide

Trimester: 1 <u>X</u> 2 ___ 3 ___.	Subject: Social Studies: <i>Geography</i>	Grade: 5th
COURSE DESCRIPTION: <i>My World Geography: Core Concepts</i>		

**CHAPTER REFERENCES ARE FROM:** *My World Geography*, Pearson, © 2011

<b>Time Frame</b>	<b>Lesson Topic Content / Section of Study</b>	<b>Objectives/ Essential Question</b>	<b>Additional Resources</b>	<b>Suggested Activities <i>LAB</i></b>	<b>NJCCCS</b>
1 <sup>st</sup> Trimester	Tools of Geography	<b>Essential Questions</b> 1. What is the difference between latitude and longitude? 2. What are the five themes of geography? 3. Why do map projections lead to distortion? Give a specific example. 4. What are the required elements of a map and how do you use them? 5. Why do geographers use a variety of maps to represent the world? 6. How do aerial photographs and satellite images show Earth's surface? What differences do you find between these two images? 7. What tools do geographers use to view Earth's surface?  <b>Objectives</b> Students will describe ways geographers use latitude and longitude to study Earth. Students will identify the basic questions geographers seek to answer in their study of Earth. Students will identify the five themes of geography. Students will describe ways that geographers use location, place, region, movement, and human-environment interaction to study and understand Earth. Students will identify ways that geographers show and view Earth's surface. Students will compare and contrast strengths and weaknesses of different map projections. Students will identify different parts of a map. Students will explain how to use standard map features to read maps. Students will identify different kinds of maps. Students will explain the kind of information that each type of map shows.	<b>Student Journal</b> <b>Exam View Test Bank CD-Rom</b> <b>Assessment Handbook Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question Posters</b> <b>Wall Maps</b>  <b>Internet Resource Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning Online Tutor</i>  <a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a>	<ul style="list-style-type: none"> <li>• myWorld Activity 1.1: Classroom Grid – Latitude and Longitude.</li> <li>• myWorld Activity 1.2: Characteristics for Visitors – Five Themes</li> <li>• myWorld Activity 1.3: Mapping Tools – Pros and Cons</li> <li>• myWorld Activity 1.4: From Here to There! Locate North</li> <li>• myWorld Activity 1.5: Living Map – Movement Key</li> </ul>	<b>6.1 U.S. History: America in the World</b>  <b>6.2 World History/Global Studies</b>  <b>6.3 Active Citizenship in the 21st Century</b>
Part 1	Vocabulary: Absolute location, aerial photograph, cardinal direction, compass rose, degree, distortion, elevation, geographic information system, geography, hemisphere, human-environment interaction, key, latitude, locator map, longitude, movement, physical map, place, political map, projection, religion, relative location, satellite image, scale, scale bar, special-purpose map, sphere.				

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Time Frame	Lesson Topic Content / Section of Study	Objectives/ Essential Question	Additional Resources	Suggested Activities LAB	NJCCCS
1 <sup>st</sup> Trimester          Part 2	Our Planet, Earth      Vocabulary: Atmosphere, axis, core, crust, delta, deposition, equinox, erosion, fault, landform, magma, mantle, orbit, plain, plate, plate tectonics, plateau, revolution, rotation, solstice, time zone, valley, weathering.	<u>Essential Questions</u>  1. How does our position in space affect the conditions on our planet? 2. How does the rotation of our axis affect the conditions on our planet? 3. What is the structure of the Earth? 4. How is the surface of the Earth always changing?  <u>Objectives</u>  Students will describe Earth’s movement relative to the Sun Students will describe how Earth’s movement around the sun causes changes in daylight and in seasons. Students will explain Earth’s rotation and how it creates day and night. Students will describe the function and role of time zones in organizing time globally. Students will identify the main parts of Earth’s structure. Students will describe how each part of Earth’s structure contributes to Earth’s shape. Students will identify major landforms on Earth. Students will explain how forces such as wind, water, and ice shape Earth’s landforms Students will describe the process of plate tectonics. Students will explain how plate movement creates mountains, earthquakes, and volcanoes.	<b>Student Journal</b> <b>Exam View Test Bank CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question Posters</b> <b>Wall Maps</b>  <b>Internet Resource Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning Online Tutor</i>  <a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a>	<ul style="list-style-type: none"><li>myWorld Activity 2.1: Mock Orbit</li><li>myWorld Activity 2.2: Can You Call?</li><li>myWorld Activity 2.3: Job Letter</li><li>myWorld Activity 2.4: Geography Fish</li><li>myWorld Activity 2.5: On the Move</li></ul>	<b>6.1 U.S. History: America in the World</b>  <b>6.2 World History/Global Studies</b>  <b>6.3 Active Citizenship in the 21st Century</b>

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1 <sup>st</sup> Trimester  Part 3	<p>Climates and Ecosystems</p> <p>Vocabulary: Altitude, arid, climate, coniferous tree, deciduous tree, ecosystem, evaporation, high latitudes, humid subtropical, hurricane, intertropical convergence zone, low latitudes, maritime, middle latitudes, polar zone, precipitation, savanna, semiarid, subarctic, temperate zone, temperature, tornado, tropical, tropical cyclone, tropical wet, tropical wet and dry, tropics, tundra, weather, water cycle.</p>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What are the various elements that make up the climate and what are the effects on our region?</li> <li>2. How does the tilt of Earth's axis explain changes in temperature from one season to another in each our climate zone?</li> <li>3. What is the relationship between ocean currents and air temperature and climate?</li> <li>4. How do physical processes such as air circulation and precipitation affect humans?</li> <li>5. What three factors make up a climate?</li> </ol> <p><b>Objectives</b></p> <p>Students will differentiate between weather and climate. Students will analyze climate graphs to identify average temperature and precipitation. Students will identify Earth's zones of latitude and their temperature characteristics. Students will describe how Earth's tilt affects temperature in each hemisphere and latitude. Students will identify major ocean currents and their effects on water and air temperature. Students understand the stages of the water cycle. Students will discover how and where winds are produced. Students will learn the connection between wind and precipitation and how this can produce extreme weather. Students will review the importance of temperature, precipitation, and wind in shaping climate regions. Students will compare and contrast several different climate regions. Students will examine the interdependent relationships of plants and animals within animals within an ecosystem. Students will learn the characteristics of specific ecosystems.</p>	<p><b>Student Journal</b> <b>Exam View Test Bank</b> <b>CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question</b> <b>Posters</b> <b>Wall Maps</b></p> <p><b>Internet Resource</b> <b>Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning</i> <i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 3.1: Climate Campaign</li> <li>• myWorld Activity 3.2: Latitudes Quiz</li> <li>• myWorld Activity 3.3: Evaporation Theater</li> <li>• myWorld Activity 3.4: How Winds Blow</li> <li>• myWorld Activity 3.5: Climate Recipe Cards</li> <li>• myWorld Activity 3.6: Ecosystems</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>

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2 <sup>nd</sup> Trimester          Part 4	Human- Environment Interaction   Vocabulary: Biodiversity, colonization, deforestation, fossil fuel, industrialization, natural resource, nonrenewable resource, pollution, renewable resource, spillover, suburb	<p><u><b>Essential Questions</b></u></p> <ol style="list-style-type: none"> <li>1. What are some ways we can reduce waste and pollution on a worldwide scale?</li> <li>2. Is the land in your community being used properly?</li> <li>3. What resources do you use in your daily lives that do not come from your area?</li> </ol> <p><u><b>Objectives</b></u></p> <p>Students will recognize the difference between renewable and nonrenewable natural resources. Students will explain the importance and future scarcity of energy sources. Students will examine ways in which environment and culture affect land use. Students will investigate how colonization and modern technology have changed the way people use land. Students will analyze the link between human activity and environmental problems. Students will identify ways to reduce people's harmful impact on the environment.</p>	<p><b>Student Journal</b> <b>Exam View Test Bank</b> <b>CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question</b> <b>Posters</b> <b>Wall Maps</b></p> <p><b>Internet Resource</b> <b>Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning</i> <i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 4.1: What Did You Do Last Weekend?</li> <li>• myWorld Activity 4.2: Ready to Settle</li> <li>• myWorld Activity 4.3: Disappearing Forest</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>

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2 <sup>nd</sup> Trimester	Economics and Geography	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What impact do you have on your local, global, economy?</li> <li>2. Why is competition a necessary part of an economy?</li> <li>3. What role does government play in an economy?</li> <li>4. How do quality of life and quality of an economy relate to each other?</li> <li>5. How many things in your life were not made in your country?</li> <li>6. Why is a budget a necessary tool?</li> </ol> <p><b>Objectives</b></p> <p>Students will learn the three economic questions people must answer.</p> <p>Students will understand supply, demand, and the actions consumers and producers take to meet them.</p> <p>Students will examine the exchange of goods and services and the various issues affecting profit.</p> <p>Students will learn how to track the growth and decline of the economy.</p> <p>Students will examine the four types of economies.</p> <p>Students will visualize the circular flow of the U.S. mixed economy.</p> <p>Students will understand how economic development is measured and labeled.</p> <p>Students will identify ways a country can increase its economic development.</p> <p>Students will examine the reasons why individuals and countries trade.</p> <p>Students will investigate the workings of domestic, international, and free trade.</p> <p>Students will learn how to budget and save money.</p> <p>Students will compare and contrast investment options.</p>	<p><b>Student Journal</b></p> <p><b>Exam View Test Bank</b></p> <p><b>CD-Rom</b></p> <p><b>Assessment Handbook</b></p> <p><b>Unit ProGuide</b></p> <p><b>Activity Kit</b></p> <p><b>Essential Question</b></p> <p><b>Posters</b></p> <p><b>Wall Maps</b></p> <p><b>Internet Resource</b></p> <p><b>Links:</b></p> <p><a href="http://myworldgeography.com">http://myworldgeography.com</a></p> <p><i>Student Center and Teacher Center</i></p> <p><i>On Assignment</i></p> <p><i>Visual Glossary</i></p> <p><i>Active Atlas</i></p> <p><i>Data Discovery</i></p> <p><i>Time Line</i></p> <p><i>Culture Close-up</i></p> <p><i>Self Test</i></p> <p><i>Success Tracker</i></p> <p><i>21<sup>st</sup> Century Learning</i></p> <p><i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a></p> <p>Student Center or <a href="http://GIS.com">GIS.com</a></p> <p><a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 5.1: Economics Memory</li> <li>• myWorld Activity 5.2: Enterprising Entrepreneurs</li> <li>• myWorld Activity 5.3: Debate Brainstorming</li> <li>• myWorld Activity 5.4: Development Bingo</li> <li>• myWorld Activity 5.5: International Traders</li> <li>• myWorld Activity 5.6: Bank Here!</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>
Part 5	Vocabulary: Bond, budget, command economy, competition, consumer, credit, demand, developed country, developing country, development, economics, export, free trade, gross domestic product, import, incentive, inflation, interest, investing, market, market economy, mixed economy, opportunity cost, producer, productivity, profit, recession, revenue, saving, scarcity, specialization, stock, supply, tariff, technology.				

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2 <sup>nd</sup> Trimester  Part 6	Population and Movement  Vocabulary: Birth rate, death rate, demographer, emigrate, immigrate, infant mortality rate, migration, migration, population density, population distribution, pull factor, push factor, rural, slum, suburban sprawl, urban, urbanization.	<p><u><b>Essential Questions</b></u></p> <ol style="list-style-type: none"> <li>1. How have the improvements in living conditions over the past two centuries affected population growth?</li> <li>2. What factors affect population distribution?</li> <li>3. How can migration greatly change a region's culture and society?</li> <li>4. How does urbanization take place?</li> </ol> <p><u><b>Objectives</b></u></p> <p>Students will recognize ways to measure population, including birth rate and death rate.</p> <p>Students will identify the causes and effects of rapid population growth.</p> <p>Students will identify patterns of population distribution.</p> <p>Students will define population density.</p> <p>Students will investigate the reasons why people leave one place and settle in another.</p> <p>Students will describe historic voluntary and involuntary migrations.</p> <p>Students will explain how urbanization occurs and why.</p> <p>Students will examine the various issues that result from urbanization.</p>	<p><b>Student Journal</b> <b>Exam View Test Bank</b> <b>CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question</b> <b>Posters</b> <b>Wall Maps</b></p> <p><b>Internet Resource</b> <b>Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning</i> <i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 6.1: Running Out of Room</li> <li>• myWorld Activity 6.2: Crowded Cities</li> <li>• myWorld Activity 6.3: On the Move</li> <li>• myWorld Activity 6.4: Urbanization Investigation</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>



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3 <sup>rd</sup> Trimester  Part 7	Culture and Geography  Vocabulary: Architect, architecture, cultural diffusion, cultural hearth, cultural landscape, cultural trait, culture, culture region, diversity, ethics, extended family, family, irrigate, language, literature, music, norm, nuclear family, religion, science, social class, social structure, society, standard of living, universal theme, visual arts.	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How can an existing culture affect a growing economy?</li> <li>2. How does your family and culture compare to others in the world?</li> <li>3. How are language and culture?</li> <li>4. How does religion impact a culture?</li> <li>5. How can art define a culture?</li> <li>6. Can cultures blend, change, or even disappear?</li> <li>7. Can technology affect the standard of living?</li> </ol> <p><b>Objectives</b></p> <p>Students will identify the elements that make up culture. Students will examine the relationship between culture and geography. Students will identify the relationships that form families. Students will compare the networks that create social structure and social class. Students will describe the role of language in culture. Students will identify major world languages and where they are spoken. Students will draw conclusions about connections among religion, ethics, and culture. Students will identify locations where major religions are practiced. Students will value the arts and the themes they express within a culture. Students will identify different genres of art and the messages they can convey. Students will determine how and why cultures influence other cultures. Students will examine the effects of modern technology on cultural awareness. Students will analyze the effects of advance in technology on culture. Students will describe technological advances that improve the standard of living.</p>	<p><b>Student Journal</b> <b>Exam View Test Bank</b> <b>CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question</b> <b>Posters</b> <b>Wall Maps</b></p> <p><b>Internet Resource</b> <b>Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning</i> <i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 7.1: Culture Spotting</li> <li>• myWorld Activity 7.2: Social Comics</li> <li>• myWorld Activity 7.3: One World, One Language – Pro-and Con List</li> <li>• myWorld Activity 7.4: Religion Research</li> <li>• myWorld Activity 7.5: Art with Meaning</li> <li>• myWorld Activity 7.6: Track That Trait</li> <li>• myWorld Activity 7.7: Disappearing Technology</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>

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3 <sup>rd</sup> Trimester  Part 8	<p>Government and Citizenship</p> <p>Vocabulary: Authoritarian, sovereignty, citizen, state, city-state, treaty, civic life, tyranny, civic preparation, unitary system, communism, unlimited government, constitution, democracy, empire, federal system, foreign policy, government, interest group, limited government, monarchy, nation-state, political party</p>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. Why is government necessary?</li> <li>2. What are the characteristics of various forms of government?</li> <li>3. What are the similarities and differences between the three branches of our government?</li> <li>4. In what ways do national governments interact with each other?</li> <li>5. How do the roles and responsibilities of citizens vary between democratic and nondemocratic countries?</li> </ol> <p><b>Objectives</b></p> <p>Students will identify the origin and purposes of government.  Students will examine the powers and limits of governments.  Students will identify the differences between states and nation-states.  Students will describe the characteristics of various forms of government.  Students will compare unitary and federal systems of government.  Students will identify the principals of the U.S. Government and the powers of the legislative, executive, and judicial branches.  Students will analyze the causes and effects of international conflict and cooperation, including foreign policy and diplomacy.  Students will identify organizations established to promote international peace, aid, and prosperity.  Students will identify the sources of citizens' rights and the responsibilities that accompany these rights.  Students will examine how and why citizens' rights may change over time.</p>	<p><b>Student Journal</b>  <b>Exam View Test Bank</b>  <b>CD-Rom</b>  <b>Assessment Handbook</b>  <b>Unit ProGuide</b>  <b>Activity Kit</b>  <b>Essential Question</b>  <b>Posters</b>  <b>Wall Maps</b></p> <p><b>Internet Resource</b>  <b>Links:</b>  <a href="http://myworldgeography.com">http://myworldgeography.com</a>  <i>Student Center and Teacher Center</i>  <i>On Assignment</i>  <i>Visual Glossary</i>  <i>Active Atlas</i>  <i>Data Discovery</i>  <i>Time Line</i>  <i>Culture Close-up</i>  <i>Self Test</i>  <i>Success Tracker</i>  <i>21<sup>st</sup> Century Learning</i>  <i>Online Tutor</i></p> <p><a href="http://myworldgeography.com">myworldgeography.com</a>  Student Center or  <a href="http://GIS.com">GIS.com</a>  <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a></p>	<ul style="list-style-type: none"> <li>• myWorld Activity 8.1: Article Analysis - What If</li> <li>• myWorld Activity 8.2: Advertisement Design – HELP</li> <li>• myWorld Activity 8.3: Quiz Time</li> <li>• myWorld Activity 8.4: Making Peace</li> <li>• myWorld Activity 8.5: Ranking Responsibilities</li> </ul>	<p><b>6.1 U.S. History: America in the World</b></p> <p><b>6.2 World History/Global Studies</b></p> <p><b>6.3 Active Citizenship in the 21st Century</b></p>



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**CHAPTER REFERENCES ARE FROM:** *My World Geography*, Pearson, © 2011

<b>Time Frame</b>	<b>Lesson Topic Content / Section of Study</b>	<b>Objectives/ Essential Question</b>	<b>Additional Resources</b>	<b>Suggested Activities <i>LAB</i></b>	<b>NJCCCS</b>
<b>3<sup>rd</sup></b> Trimester    Part 9	Tools of History  Vocabulary: Anthropology, oral tradition, archaeology, period, artifact, prehistory, bias, primary source, chronology, secondary source, historian, timeline, historical map	<p align="center"><b><u>Essential Questions</u></b></p> 1. What are some ways different cultures organize time? 2. How important is accuracy in historical source? 3. How do archaeology and anthropology work together to help us understand the history of a culture? 4. What information can we get from a historical map? <p align="center"><b><u>Objectives</u></b></p> Students will understand various ways of measuring the passage of time. Students will determine the differences between history and prehistory and among various calendar systems. Students will know the difference between and the value of primary and secondary sources and artifacts. Students will understand how to properly evaluate historical sources. Students will discover ways people study human history and development. Students will appreciate the goals of archaeology, anthropology, and oral tradition. Students will investigate the purposes of historical maps. Students will identify the features of historical maps.	<b>Student Journal</b> <b>Exam View Test Bank</b> <b>CD-Rom</b> <b>Assessment Handbook</b> <b>Unit ProGuide</b> <b>Activity Kit</b> <b>Essential Question Posters</b> <b>Wall Maps</b>  <b>Internet Resource Links:</b> <a href="http://myworldgeography.com">http://myworldgeography.com</a> <i>Student Center and Teacher Center</i> <i>On Assignment</i> <i>Visual Glossary</i> <i>Active Atlas</i> <i>Data Discovery</i> <i>Time Line</i> <i>Culture Close-up</i> <i>Self Test</i> <i>Success Tracker</i> <i>21<sup>st</sup> Century Learning</i> <i>Online Tutor</i>  <a href="http://myworldgeography.com">myworldgeography.com</a> Student Center or <a href="http://GIS.com">GIS.com</a> <a href="http://ph.infoplease.com/">http://ph.infoplease.com/</a>	<ul style="list-style-type: none"> <li>• myWorld Activity 9.1: Timeline Builders</li> <li>• myWorld Activity 9.2: Planning History</li> <li>• myWorld Activity 9.3: Time Capsule</li> <li>• myWorld Activity 9.4: Mapping My Day</li> </ul>	<b>6.1 U.S. History: America in the World</b>  <b>6.2 World History/Global Studies</b>  <b>6.3 Active Citizenship in the 21st Century</b>

