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New York City Department of Education

REGION 4 LEARNING SUPPORT CENTER

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SOCIAL STUDIES
REGION 4
Standards
Content Understandings
Recommended Calendar



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GRADE 5

REGION 4 LEARNING SUPPORT CENTER

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NEW YORK STATE SOCIAL STUDIES STANDARDS INTERMEDIATE

STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York

Intermediate level

Key Idea:

- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students Performance Indicators:

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans
- Interpret the ideas, values, and beliefs contained in the declaration of Independence and the New York State Constitution and United States Constitution, Bill of rights, and other important historical documents.

Key Idea:

- Important ideas, social and cultural values, beliefs, and traditions from New York state and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students Performance Indicators:

- Describe the reasons for periodizing history in different ways
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Understand the relationship between the relative importance of United State domestic and foreign policies over time
- Analyze the role played by the United States in international politics, past and present.

Key Idea:

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students Performance Indicators:

- Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups. Including Native American Indians, in New York State and the United States at different times and in different locations
- Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- Describe how ordinary people and famous historic figures in the local community, State, and the United states have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York state and United states constitutions, the bill of rights, and other important historic documents
- Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

Key Idea:

4. The skills of historical analysis include the ability to: explains the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students Performance Indicators:

- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- Compare and contrast different interpretations of key events and issued in New York State and United states history and explain reasons for these different accounts
- Describe historic events through the eyes and experiences of those who were there. (Taken from National standards for History for grades K-4)

STANDARD 2 – WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history form a variety of perspectives.

Key Idea:

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students Performance Indicators:

- Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations

- Interpret and analyze documents and artifacts related to significant developments and events in world history.

Key Idea:

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Students Performance Indicators:

- Develop timelines by placing important events and developments in world history in their correct chronological order
- Measure time periods by years, decades, centuries, and millennia
- Study about mayor turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.

Key Idea:

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students Performance Indicators:

- Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- Interpret and analyze documents and artifacts related to significant developments and events in world history
 - Classify historic information according to the type of activity or practices:
Social/cultural, political, economic, geographic, scientific, technological, and historic.

Key idea:

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students Performance Indicators:

- Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences of outcomes followed (Take from National standards for world History)
- Analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music architectural drawings, and other documents
- Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-an-effect relationships, testing these hypotheses, and forming conclusion.

STANDARD 3 – GEOGRAPHY

Student will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.

Key idea:

- Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

Students Performance Indicators:

- Map information about people, places, and environments
- Understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994)
- Investigate why people and places are located where they are located and what patterns can be perceived in these locations
- Describe the relationships between people and environments and the connections between people and places.

Key idea:

- Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from the National geography standards, 1994; Geography for Life)

Students Performance Indicators:

- Formulate geographic questions and define geographic issues and problems
- Use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate the gather geographical information about issued and problems (Adapted from national Geography standards, 1994)
- Present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key idea:

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world

Students Performance Indicators:

- Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resource
- Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems
- Understand how people in the United States and throughout the world are both producers and consumers of goods and services
- Investigate how people in the United states and throughout the world answer the three fundamental economic questions and solve basic economic problems
- Describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- Explain how nations throughout the world have joined with one another to promote economic development and growth.

Key idea:

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students Performance Indicators:

- Identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- Organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
 - Evaluate economic data by differentiating fact from opinion and identifying frames of reference
- Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.
- Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.
 - Evaluate economic data by differentiating fact from opinion and identifying frames of reference
- Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.
- Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

STANDARD 5-CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key idea:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National standards For Civics and Government, 1994)

Students Performance Indicators:

- Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- Consider the nature and evolution of constitutional democracies
- Explore the rights of citizens in their parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- Analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.

Key idea:

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from the National Standards for Civics and government, 1994)

Students Performance Indicators:

- Understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- Understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
- Compare and contrast the development and evolution of the constitutions of the United States and New York State
- Define federalism and describe the powers granted the national and state governments by the United States Constitution
- Value the principles, ideals, and core values of the American democratic system based upon the promises of human dignity, liberty, justice, and equality
- Understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.

Key idea:

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Students Performance Indicators:

- Explain what citizenship means in a democratic society, how citizenship is define in the Constitution and other laws of the land, and how the definition of citizenship changed in the United States and New York State over time.
- Understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
 - Discuss the role of an informed citizen in today's changing world
 - Explain how Americans are citizens of their states and of the United States.

Key idea:

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

Students Performance Indicators:

- Respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
 - Explain the role that civility plays in promoting effective citizenship in preserving democracy
- Participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.

CONTENT UNDERSTANDINGS
GRADE 5

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The United States, Canada, and Latin America

The grade 5 social studies program stresses geographic, economic, and social/cultural understanding related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources, consult the Social studies Program: Grade 5

History of the United States, Canada, and Latin America

- H1. Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
- H2. Different people living in the Western Hemisphere may view the same event or issues from different perspectives.
- H3. The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.
- H4. Connections and exchanges exist between and among the peoples of Europe, Sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.
- H5. Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th century exploration and; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.
- H6. Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.
- H7. Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Geography of the United States, Canada, and Latin America

- G1. Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.
- G2. Political boundaries change over time and place.
- G3. Different geological processes shaped the physical environments of the United States, Canada, and Latin America.
- G4. The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political. economic, or cultural features.
- G5. The physical and human characteristics of places in the United States, Canada and Latin America today
- G6. Culture and experiences influence people’s perceptions of places and regions in the United States, Canada, and Latin America today.
- G7. The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America
- G8. Human actions modify the physical environments of the United States, Canada, and Latin America

CONTENT UNDERSTANDINGS GRADE 5 Page 2

The economies of the United States, Canada, and Latin America Nations

E1. Concepts such as scarcity, supply and demand, markets, opportunity costs, resource, productivity, economic growth, and systems can be used to study the economies and economic systems of the United, Canada, and Latin America.

E2. Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

E3. Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.

E4. The nations of North, Central, and South America depend on one another for various resources and products they need.

E5. Production, distribution, exchange, and consumption of goods and services are economic decisions, which the nations of North and South America must make.

E6. Science and technology have influenced the standard of living in nations in North, Central, and South America

E7. Exchanges of technologies, plants, animals and diseases between and among nations of the Americas and Europe and Sub-Saharan Africa have changed life in these regions.

E8. Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

E9. As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

The governments of the United States, Canada, and Latin America nations

C1. Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law.

C2. Basic civic values such as justice, due process, equality, and majority rules with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America

C3. Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.

C4. The rights of citizens in the United States are similar to end different from the rights of citizens in other nations of the Western Hemisphere.

C5. The roles of citizenship are defined by different constitutions in the Western Hemisphere.

C6. Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.

C7. Concepts such as civic life, politics, and government can be used to answer questions bout what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: Civics Framework for the 1998 NAEP. P. 19)

C8. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States, these documents include the declaration of Independence, the United States constitution, and the Bill of Rights. In Canada, these documents include the British North America Act and the Canadian Bill of Rights.

C9. Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations

C10. International organizations were formed to promote peace, economic development and cultural understanding. International organization were formed to promote peace, economic development and cultural understanding the United Nations was created to prevent war to fight hunger, disease, and ignorance.

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR

GRADE 5

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SEPTEMBER

MAP SKILLS

Where we live? G5

Cardinal and intermediate directions G5

Continents and Oceans G5

Lines of latitude and longitude and its application G1

Using a legend G1

Measuring distance on a maps G1

Defining areas and regions G4

Temperature and climate zones G4

Using special purpose maps G4

Define various land and water forms. G4

In order to prepare the students for the New York State Assessment, the following topics should be reviewed:

Map skills including distribution and political maps

Political cartoons

Graphs and charts

The United States Constitution and Amendments

Basic structure of local, state and federal government

Interpreting and analyzing documents

HOLIDAYS: Labor Day

OCTOBER

UNITED STATES

Northeast Unit

How do we identify and locate states in the Northeast region? G5

How do climate and natural resources affect people’s occupation in the Northeast? E2

How can we compare the differences and similarities between family life during colonial times and the family life of today? H1

Why did industry develop in the Northeast region of the United States? E3

What were the experiences of immigrants and migrants as they settled in the Northeast in the late 19th and early 20th century? H2

How have diverse cultural groups influenced American culture in the Northeast H1

How have patterns of immigration changed the Northeast since the 1950’s? H5

How do people in the Northeast earn a living today? H1

Southeast Unit

How do we identify and locate states in the Southeast region? G1

How would we interest people to start a business in a selected state of this region? E5

How does climate and natural resources affect the way of life of the people of the Southeast? E2

How would we describe the early settlement of the Southeast region of the United States? H4

Why was there slavery in the Southeast before 1860? H5

HOLIDAYS: Columbus Day, Halloween

NOVEMBER

UNITED STATES

What was Reconstruction? C7

How did the Southeast change after the Civil War? H2

How do people live and work in the Southeast today? E3

Midwest Unit

Where is the Midwest of the United States? G4

How do climate and topography affect how people live in the Midwest? E2

How can we describe the immigration of Northwest Europe to the Midwest? H3

How did farming develop as part of the economy of the Midwest? E5

How can we describe industry in the Midwest? G8

How can we describe the different ethnic groups that settled in the Midwest? H1

How can we describe the various points of interest in the Midwest? G5

How can we compare the life of a family on a mid western farm to a family living in a mid western city? G4

Southwest Unit

What are the states and capitals of the Southwest? G1

How do climate and natural resources affect people’s occupations in the Southeast? E2

HOLIDAYS: Election, Veterans and Thanksgiving Days

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FEBRUARY

What are the regions that comprise Latin America? Most of the Caribbean, Mexico, Central and South America)G2

What are the major physical features on Latin America? (Andes, the Highlands in eastern Brazil, the mountains in Mexico and Central America; the major river systems: the Amazon, the La Plata, Orinoco, and the Magdalena). G4

Identify the climatic features of Latin America G5

Demonstrate how climatic and geographic features influence economic activity in Latin America (e.g., industrial economy of Brazil; tourism in the Caribbean ; subsistence farming in Mexico and South America).G4

Compare and contrast the various ecosystems of Latin America. G4

Explain how Latin Americans have affected their environment (e.g., air pollution in Mexico City deforestation of the Amazon rainforest) E3

Explain how the geography of Latin America has been moderated through the use of technology (e.g., satellite imaging of hurricanes originating in the Caribbean; oil exploration in Mexico). G1

HOLIDAYS: New Year's Day, Kwanzaa, Three Kings and Martin Luther King Jr. Days

HOLIDAYS: Christmas, Chanukah

Discuss one ancient civilization that flourished in Latin America (e.g. the Aztecs, Incas, Mayans, and Tainos). H1

Using the civilization studied as a model, students should make presentations about the other civilizations that existed in this region. H1

Describe the impact of European exploration and colonization on the native people, explorers and the society that developed H5

Compare and contrast selected movements for independence (e.g. Haiti, Mexico, Puerto Rico, Brazil, Chile, etc.) C1

Explain why dictatorships have been common throughout Latin America. C6
 Debate the question of Puerto Rico's political status. C4
 Evaluate the advantages and disadvantages of life in Cuba under the Castro regime. C6
 Compare the political and economic effect of the NAFTA Treaty on the United States, and Mexico E8

HOLIDAYS: Valentine's Day, Lincoln's and Washington's Birthday
(President's Day) Ramadan

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resources important to the economic growth of
 es (e.g. oil in Mexico and Venezuela). G4
 ports and identify some of the imports
 American nations. E5
 American nations and the United States
 or resources and products (e.g. Mexico's oil
 States , Canada's technological products are
 nations in Latin America, fruits and
 n North America and companies moving
 E9
 n plays in the economy of the
 study, explore the advantages and
 mand economy. C7
 ed economy and identify those industries
 nment and those controlled by the
 d technology influence the standard of living

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Compare and contrast traditional and modern family structures in developing Latin American nations. H1

Explain how families in Latin America transmit culture to the young. H4

Describe how the various historical backgrounds of selected Latin American nations affect their cultural diversity. H3

Describe how artistic and recreational activities of Americans are a reflection of their values (e.g. Mexico's architecture and murals). H4

Culminating Activity

Pairs of students are to select a nation in Latin America . They are to:

- Draw a physical and political map of the nation.
- Write a short history of the nation including Native American settlements, explorers, heroes in fights for independence and present political status.
- Discuss how geography and climate impact on the economy of the nation., include major imports and exports, occupations and standard of living.
- Select one problem in the nation, then state and justify a solution.

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Locate Canada on a map of the World and North America. G1
Discuss the ecosystems of Canada. G3
Explain the extent to which geographic factors determine where
Canadians live (e.g. latitude, nearness to large bodies of water). G5
Explain how geographic factors influence the ways
Canadians work and play (e.g. curling). G8
Give examples of how the United States and Canada are
cooperating to solve ecological problems of mutual
concern (e.g. salmon fishing, whaling, acid rain). E9
Discuss the culture and lifestyle of the first Canadians. H1
Explain the reasons for European exploration and
colonization of Canada. H5
Trace the roots of the earliest Canadian explorers. H4
Describe the impact on Canada of the loyalist migration
during and after the American Revolution (e.g. development of the
city of Toronto and Ontario Province). H6
Discuss the political system of Canada(parliament). C7

HOLIDAYS: Mother's Day Memorial Day

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JUNE

Identify the natural resources of Canada that are important to its major industries. E2

Assess to what degree geographic factors influence Canadian economic activity. G8

Evaluate to what degree the United States and Canada rely on one another for the resources and products they need (e.g. Free Trade Agreement). E9

Discuss the major characteristics of Canada’s mixed economy. E1

Explain how the French language and culture have impacted on Canadian society. H6

Discuss the Quebecois movement in their province or the people of Nunavut and to what degree have they achieved cultural autonomy. H1

Discuss how Canadian culture and values are reflected in their folksongs and lore. H1

Culminating activity

Students are to research unique Canadian provinces such as Quebec and Nunavut.

Where are they located?

History of their people?

Why are they a special community?

How does geography and climate affect how people live and work in these provinces?.

How can these communities be unique and yet be part of Canada?

HOLIDAYS: Father's Day, Flag Day, Fourth of July.

NOTES

Lessons related to Mexico, the Caribbean and South America are available through the Office of instructional publications 718-935-3990. They are, Theme 1 through Theme 5.