



**World Geography:** (Note: Recommended for Grade 5.) Students focus on a global examination of geography, civics, economics, and history. The purpose of studying these different regions is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will examine these topics through the lens of Catholic social teaching to develop the democratic skills and attitudes necessary to become responsible citizens.



| Geography (G)     | Standards   | Core Concepts / Strategies / Resources   |
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| <b>WG.5-8.G.1</b> | Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions | <ul style="list-style-type: none"><li>• Location near rivers and natural barriers, trading practices and spread of culture</li></ul>   |
| <b>WG.5-8.G.2</b> | Identify the 5 themes of geography  | <ul style="list-style-type: none"><li>• Location, place, movement, human environment interaction, and regions</li></ul>  |
| <b>WG.5-8.G.3</b> | Describing why geography is important in today's world.   | <ul style="list-style-type: none"><li>• Identify types of settlements and describe settlement, using absolute location.</li><li>• Describe ways people have adapted to and modified environment.</li><li>• Explain geographic influences on settlement patterns.</li><li>• Identify reasons why people have adapted to and modified their environment in the past and present, such as the use of human resources to meet basic needs, etc.</li><li>• Analyze the consequences of human modification of the environment in the past and present.</li></ul> |
| <b>WG.5-8.G.4</b> | Compare distinguishing characteristics of various world regions   | <ul style="list-style-type: none"><li>• For example: physical features, culture, political organization and ethnic make-up</li></ul>   |
| <b>WG.5-8.G.5</b> | Apply geographic tools including grid systems, legends, symbols, scales, and compass roses to   | <ul style="list-style-type: none"><li>• Identify types of settlements and describe settlement, using absolute location.</li></ul>  |



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|                   | construct and interpret maps and translate geographic data into a variety of formats, such as raw data to graphs and maps.   | <ul style="list-style-type: none"><li>• Describe ways people have adapted to and modified environment.</li><li>• Explain geographic influences on settlement patterns.</li><li>• Identify reasons why people have adapted to and modified their environment in the past and present, such as the use of human resources to meet basic needs, etc.</li><li>• Analyze the consequences of human modification of the environment in the past and present.</li><li>• Analyze the consequences of environmental modifications.</li></ul> |
| <b>WG.5-8.G.6</b> | Describe political, population, and economic regions resulting from patterns on human activities.  | <ul style="list-style-type: none"><li>• Use maps to identify states, countries, and regions.</li><li>• Research a state, country, or region. Prepare a poster or a travel brochure. Use computer software or draw.</li></ul>  |
| <b>WG.5-8.G.7</b> | Apply the five themes of geography and GRAPES to the study of the seven (7) continents.  | <ul style="list-style-type: none"><li>• Identify GRAPES (Geography, Religion, Achievements, Politics, Economics, and Social Structures).</li><li>• Plan a road trip. Give directions, longitude/latitude coordinates and mileage.</li><li>• Make a post card picture book of a trip to a state, country, and region. Draw pictures or obtain from internet.</li></ul>   |
| <b>WG.5-8.G.8</b> | Identify how scientific discoveries and technological innovations such as railroads, the discovery of oil and the rapid growth of technology industries have advanced and affected life. | <ul style="list-style-type: none"><li>• Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society.</li><li>• Identify and describe examples in which science and technology have led to changes in the physical environment (building dams, roads, bridges, offshore drilling and others.) Draw before and after</li></ul>   |



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|  |  | <p>pictures of the land.</p> <ul style="list-style-type: none"><li>• List the ways that inventions and scientific breakthroughs have affected life.</li><li>• Research and analyze environmental changes brought about by scientific discoveries and technological innovations.</li><li>• Discuss what life would be without air conditioning, television, cell phones, modern medicines, etc.</li><li>• Analyze a need or problem and predict a solution (new inventions, medicine, etc.) that will meet the need or solve the problem.</li></ul> |
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Catholic Connections

- What problems do families have in developing countries compared to families in the United States?
- How can we act in solidarity with our brothers and sisters in developing countries?



| Civics ( C )      | Standards  | Core Concepts / Strategies / Resources  |
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| <b>WG.5-8.C.1</b> | Explain the meaning of important customs, symbols, celebrations and landmarks.   | <ul style="list-style-type: none"><li>• Discuss the meaning of important customs, symbols, celebrations, and landmarks.</li><li>• Explain the meaning of national holidays.</li><li>• Compare and contrast national symbols, event, individuals, and holidays of countries.</li></ul>   |
| <b>WG.5-8.C.2</b> | Understand the fundamental rights of citizens.   | <ul style="list-style-type: none"><li>• Describe the fundamental rights of citizens around the world.</li><li>• Compare and contrast forms of government.</li><li>• Create a classroom constitution.</li></ul>  |
| <b>WG.5-8.C.3</b> | Understand the importance of individual participation in the democratic process.   | <ul style="list-style-type: none"><li>• Identify basic civic values of global citizens, such as responsibility, freedom, privacy, diversity, and public and private property rights</li><li>• Recognize that individuals must accept the consequences of their decisions.</li><li>• Stage a “mock trial.” Host a mock election.</li><li>• Describe how individuals can participate in civic affairs. Example: Nelson Mandela, Ceasar Chavez, Dorothy Day and ordinary citizens.</li><li>• Given a problem, brainstorm how individuals may help.</li></ul> |
| <b>WG.5-8.C.4</b> | Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. | <ul style="list-style-type: none"><li>• Increased role and influence of technology on society</li><li>• Impact of global conflicts on local communities</li></ul>   |



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| <b>WG.5-8.C.5</b> | Describe different forms and structures of government around the world and how they address the needs of the citizens. | <ul style="list-style-type: none"><li>• For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism, Catechism of the Catholic Church 2425</li></ul>  |
| <b>WG.5-8.C.6</b> | Identify international leaders, political parties, and qualities of leadership in a society.                           | <ul style="list-style-type: none"><li>• Determine qualities of leadership in a society.</li><li>• Research a government system.</li><li>• Report findings by writing a skit, role-playing, using PowerPoint/Google Slides presentation, creating a poster or drawing, etc.</li><li>• Invite guest speakers (local officials).</li><li>• Identify an environmental issue or problem and identify the government entity or leader that should be contacted to help resolve the problem.</li><li>• Write a persuasive letter to an official to help with an identified problem.</li></ul> |



| Economics ( E )   | Standards  | Core Concepts / Strategies / Resources   |
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| <b>WG.5-8.E.1</b> | Analyze supply and demand on consumers and producers.  | <ul style="list-style-type: none"><li>• Discuss how supply and demand affects business, industry and agriculture.</li><li>• Discuss how supply and demand affects global consumers.</li><li>• Research a product from beginning to end.</li><li>• Construct a simple budget for a project or simulation.</li></ul>   |
| <b>WG.5-8.E.2</b> | Explain how past and present patterns of work and economic activities and influence of geographic factors, mobility, resources, mass production, and specialization, division of labor, transportation, and communication. | <ul style="list-style-type: none"><li>• Analyze how developments in transportation and communication have influenced economic activities around the globe.</li><li>• Debate sweatshop owners/employees. (Note: Interweave Catholic social teachings in debates.)</li><li>• Use primary and secondary resources to research topics and present in a variety of formats.</li></ul> |
| <b>WG.5-8.E.3</b> | Identify the relationships between diverse socioeconomic groups and their economic systems in the modern world.  | <ul style="list-style-type: none"><li>• Compare tax structures in various countries and how the people are impacted</li></ul>  |
| <b>WG.5-8.E.4</b> | Compare and contrast characteristics of different socioeconomic groups in economic systems.  | <ul style="list-style-type: none"><li>• For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas</li></ul>   |

Catholic Connections

- How do we see people being treated as objects then and now?



| History (H)       | Standards  | Core Concepts / Strategies / Resources   |
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| <b>WG.5-8.H.1</b> | Understand the relationship between the arts and the times during which they were created. | <ul style="list-style-type: none"><li>• Compare/contrast art, music, and literature of various periods.</li><li>• In visuals (posters, drawings, pictures from internet, magazine, etc.) demonstrate how the arts reflect the times in which they were created.</li><li>• Analyze political cartoons from different times.</li></ul>   |
| <b>WG.5-8.H.2</b> | Review contributions of people of various racial, ethnic, and religious groups.            | <ul style="list-style-type: none"><li>• Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups around the globe.</li><li>• Research country or ethnicity.</li><li>• Host a cultural fair.</li><li>• Plan a meal with foods from different groups.</li><li>• Create a cookbook with recipes from different cultures.</li><li>• Take field trips to examine art from different cultures.</li><li>• Read books, take field trips, and or view videos or DVD's about people of various racial, ethnic and religious groups.</li><li>• Develop an art activity associated with a particular culture.</li></ul> |
| <b>WG.5-8.H.3</b> | Describe contributions of famous inventors and scientists.                                 | <ul style="list-style-type: none"><li>• Examine effects of scientific finding and inventions.</li><li>• Describe the contribution of famous inventors and scientists.</li><li>• Give oral and written report on inventors and scientists.</li></ul>  |





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| <b>WG.5-8.H.4</b> | Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. | <ul style="list-style-type: none"><li>• For example: migrations, declarations of war, treaties, alliances, epidemics</li></ul> |
| <b>WG.5-8.H.5</b> | Interpret perspectives of marginalized and underrepresented regions around the world.                              | <ul style="list-style-type: none"><li>• For example: civilizations from all regions of the world</li></ul>                     |

Catholic Connections

- How does virtue (generosity) and vice (greed) affect history? How does it affect personal lives?



| Social Studies Skills (S) | Standards  | Core Concepts / Strategies / Resources  |
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| <b>WG.5-8.S.1</b>         | Analyze, organize, and interpret information.                                | <ul style="list-style-type: none"><li>• Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</li><li>• Express ideas orally based on research and experience.</li><li>• Create written and visual material such as journal entries, reports, graphic organizers, outlines, bibliographies, software such as PowerPoint presentations, charts, and posters.</li></ul>  |
| <b>WG.5-8.S.2</b>         | Differentiate between primary and secondary sources and use them in reports. | <ul style="list-style-type: none"><li>• Research a given topic and write a report using primary and secondary sources. Use both written and online resources.</li></ul>   |
| <b>WG.5-8.S.3</b>         | Identify different points of views and frames of reference.                  | <ul style="list-style-type: none"><li>• Participate in debates on selected social studies topics.</li><li>• Differentiate between factual statements and personal opinions.</li></ul>   |
| <b>WG.5-8.S.4</b>         | Communicate social studies information in written, oral, and visual form.    | <ul style="list-style-type: none"><li>• Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time</li><li>• Use social studies terminology correctly in written, oral, and visual communications.</li><li>• Given selected social studies topics, create reports in different formats, such as multimedia presentation, posters, brochures, charts.</li><li>• Plan vacation to landmark of historical significance. Either write to state or country tourist office or create a brochure, obtaining</li></ul> |



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|                   |  | information from websites.   |
| <b>WG.5-8.S.5</b> | Identify problems and solutions requiring decisions, gather information, consider options, predict consequences, take actions, and evaluate. | <ul style="list-style-type: none"><li>• Organize a class meeting to solve a problem. Consider all options and consequences.</li><li>• In groups and individually, identify a problem and situation requiring decisions, gathering and listing information, considering options, predicting consequences, taking action, and evaluation solutions and decisions.</li><li>• Review current events and their effects on society and use problem-solving skills to recommend a decision. (Note: Emphasize Catholic values in evaluating decision.)</li></ul> |