

Month	Core Content Standard Essential Questions	I Can Statements	Priority	Vocabulary	Resources & Assessments
8/1/2012	SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States. DOK 3	I can use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges). I can analyze patterns of movement and settlement in the U.S.	Essential	Geography Landform Longitude Latitude Climate Physical maps Political maps Natural resources Movement Place Location Absolute location Relative location	Encylomedia 10 Textbook Nystrom Brainpop Benguide.gov Americaslibrary.com Econ and Me Adventures in Econ for Us History Thinkfinity.org National Archives KET Mission Us Econ Ed Link Library of Congress
	SS-05-4.1.2 Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location. DOK 2	I can use geographic tools to locate and describe physical characteristics by their absolute location.	Essential		
	SS-05-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.	I can describe how physical features influence human activity in the U. S.	Condensed	Physical features/characteristics	
	SS-05-4.1.4 Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).	I can explain how natural disasters and human interaction can impact location.	Condensed	Natural disaster	

Essential - 60-70% Instructional Time
 Important - 20-30% Instructional Time
 Condensed - 10-20% Instructional Time

Ohio 5th Grade Social Studies Curriculum Map

Pat Kern McIntyre



Ohio 5th Grade Social Studies Curriculum Map:

Resources in Education, 2001 *The Grade Placement of Curriculum Materials in the Social Studies* Chester Ora Mathews, 1926 *Research in Education*, 1974 *The Ohio Teacher*, 1921 *Curriculum Development Library*, 1980

Student Blogs Anne Davis, Ewa McGrail, 2017-01-10 How do students become successful writers and excited about writing Blogging or other online writing in your classroom can build literacies in all content areas by giving students the frequent writing practice that is missing in classrooms today Students have to write to get better at writing They need to write to an authentic audience real people who are interested in what they have to say and are willing to comment back and engage in further conversation Simply put they need practice time in interactive writing How might teachers do this This book is the answer to this question The book investigates blogs as digital spaces where students can practice writing and converse with an authentic audience It focuses on idea development and gives students voice Today's students already occupy or will inhabit new online spaces in the future Schools and teachers must move forward with the students and embrace this world across the curriculum in purposeful and creative ways This will transform schools and teacher classrooms **Resources in Education**, 1997 *The Common Core, an Uncommon Opportunity* Judith K. March, Karen H. Peters, 2014 Because the Common Core requires bold action Why The Common Core an Uncommon Opportunity Why now Because it tackles a largely overlooked component of implementation how to redesign your instructional delivery system K 12 And you'll have to if you don't you'll be subject to the very same failure and frustration so many other districts and schools are experiencing What's more March and Peters describe how to integrate 21st Century Skills at the very same time It will help district leaders Develop structured consistent and organized teaching and learning practices Make district wide infrastructure adjustments for sustained reform Use best practices for sustained achievement and continuous curriculum review *Developing Map Reading Skills and Geographic Understandings by Means of Conceptual Teaching Methods* Dennis Carmichael, 1965

Educational Research Document Summaries Educational Research Information Center (U.S.), 1966 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1967 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December **Western Reserve University. School of Education. Afternoon and Evening Classes** Western Reserve University. School of Education, 1929 **Content Area Literacy for Diverse Learners** Virginia McCormack, 2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice This helpful and comprehensive resource can be used by preservice teachers by experienced teachers and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs Page 4 of cover **International Education Resources** Pat Kern McIntyre, 1980

Learning in and Through Art Stephen M. Dobbs, 1998 This Handbook provides a practical straightforward guide to the

theory and practice of discipline based art education This comprehensive approach to art education has transformed the way students create and understand art it also offers opportunities for relating art to other subjects as well as to the personal interests and abilities of young learners This completely revised edition explains how DBAE draws content from the disciplines of art making art criticism art history and aesthetics and shows how the practice of DBAE in schools over the past several years has influenced how art is taught today

Books and Pamphlets, Including Serials and Contributions to Periodicals Library of Congress. Copyright Office,1973 **Instructor** ,1979 **The Education Index** ,1967 **The Elementary School Journal** ,1963 *The Social Studies* ,1921

Decoding **Ohio 5th Grade Social Studies Curriculum Map**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Ohio 5th Grade Social Studies Curriculum Map**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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