GRADE 5

NATIONAL GEOGRAPHIC education
NatGeoEd.org

Introduction

The Common Core State Standards Initiative, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), has created Grades K-12 fundamental goals that focus on the development of critical knowledge, skills, and dispositions that students need to be successful in the 21st century. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA) were designed to provide educators with a clear understanding of what students should learn. The *Geography For Life: National Geography Standards* (2012) also provide educators with a guide for teaching the concepts, skills, practices, and components necessary for a geographically literate student in the 21st century. Both sets of standards were designed to support a well-rounded education that is focused on critical-thinking skills and the knowledge necessary for a 21st century student to prepare for college, a career, and ultimately adult civic life.

It must be stated that the CCSS-ELA standards were not designed to supplant the disciplinary standards in social studies or science but rather to emphasize and highlight the need for integration. Reflecting our society's need for students to become proficient readers, writers, and communicators should be an overarching goal, but it does not replace the fundamental need for the concepts, knowledge, and skills found in the various content areas that include geography, history, civics, economics, environmental education, science, the arts, and mathematics. Literacy proficiency is not the only key critical to competence, but it most assuredly is a barrier if a student has not acquired the skills necessary for communication.

This guide is the result of a partnership between National Geographic Education, the National Geographic Network of Alliances for Geographic Education, and the National Council for Geographic Education (NCGE). The purpose of the guide is to highlight those areas that are ripe for integration and provide the opportunity for more in-depth learning.

The Call for Integration of Geography and English Language Arts

Children are born curious about the world. The desire to understand and connect to the world is a fundamental urge of children across the world. Children also have a deep-seated need to communicate their stories, ideas, new knowledge, and thoughts to others.

In the United States, we have an issue surrounding both of these fundamental needs. As our society has become more and more focused on the basic skills of reading, writing, and mathematics in the classroom, students and educators have lost the powerful connection that exists between geography and literacy. This results in students that are not prepared for their future at college, in a career, or in civic life. Schools with poor readers may mean well but are misinformed about the power of teaching through rich disciplinary content. Currently, struggling students may be pulled out of content classes—rather than receive differentiated support in the classroom—and miss the opportunity to be inspired by engaging disciplinary content about the world. This practice is exacerbating the achievement gap and contributing to an opportunity gap that is leading to a plummeting rate of geographic literacy. Continuation of such practices means the number of students who can synthesize geographic information from a variety of sources and draw a sound conclusion has become alarmingly low. This will have a profound effect on the economic future of our country.

The 2010 National Assessment of Educational Progress (NAEP), known as "The Nation's Report Card," (National Center for Education Statistics, 2011) reported that fewer than 30% of American students were proficient in geography; more than 70% of students in 4th, 8th, and 12th grades were unable to perform at the level that is expected for their grade (NCES, 2011, Figure 1.1). In 12th grade, more than 30% of students scored below "basic," indicating that they had not mastered even foundational geographic concepts or skills. Currently, we have an ever-increasing geographic literacy gap and a lack of geographic education within our school systems. This means students are becoming less aware of how humans and the environment interact, the interconnections of both physical and human systems throughout the world, and the frequency and necessity of geographic decision-making in their lives. The Road Map for 21st Century Geography

Education states, "Currently, American students are not even provided opportunities to learn enough geography to understand the very basic aspects of the world in which they live. Without explicit intervention and a dedicated focus on geographic literacy by educators, curriculum developers, and policymakers, U.S. children will be unable to thrive in the global marketplace, unlikely to connect with and care for their natural environment, and unsure about how to relate to people from other parts of the world." Fielding and Pearson (1994) also state: "Anything less than a well-rounded instructional program is a form of discrimination against children who have difficulty with reading."

Research reports that instruction in geography increases vocabulary and sparks interest in students to support improved literacy skills. The Road Map for 21st Century Geography Education states:

> One thing is abundantly clear. If American children hope to participate in our democracy and play a strong leadership role in our world, they must possess geographic knowledge, understandings, and skills. Simply put, if our children are not taught to think geographically, their success and the success of our nation and world in the 21st century are in jeopardy.

In spite of the high-profile initiatives focused on improving literacy scores throughout the nation, there has been little improvement. The 2011 NAEP in Writing reported about 27 percent of students perform at or above the *Proficient* level at both grades, 8th and 12th, that were tested. The 2011 NAEP in reading showed that the average fourth-grader scores remained unchanged from the 2009 test and eighth-grade reading sores were 1 point higher than in 2009. However, CCSS-ELA is the first attempt at a state-led initiative to create a national framework. Alignment of expectations across states, inclusion of social studies, science, and technical subjects, and the creation of common assessments are an attempt to more clearly align curriculum and assessment in the educational system.

The laser-like focus on fundamental literacy skills to the exclusion of a well-rounded education seems misplaced in a world that is becoming more and more interconnected. Students in the 21st century deserve—and should demand—an education that exposes them to a plethora of opportunities, allowing them to discover and learn in a multitude of content areas, while they explore, refine, and strengthen their literacy and thinking skills. The geography community has a history of collaboration on a rich and well-balanced curriculum for students as a result of the narrowing of the curriculum. It has responded to the changes in society by revising the *Geography for Life* standards to reflect our 21st century needs and by publishing the Road Map for 21st Century Geography Education (2012) as a way to support and inform the educational system. The *Geography for Life* standards define the concepts, skills, and perspectives needed by a geographically literate student. The language arts community has in turn revisited their standards to redefine what students should know and be able to do in the 21st century.

The Common Core ELA standards represent a significant change in literacy requirements. Among the shifts in the Common Core ELA standards are: increased reading of informational text, increase in text complexity, focus on building academic vocabulary, text-based answers, increased writing from sources, and literacy instruction in all content areas.

The Geography and Literacy Connection

Geography and literacy are disciplinary areas with many similarities. There is a natural alignment of the two disciplines that strengthens the depth of learning in both areas when they are integrated. During the development of this document, two areas emerged as central to the interconnections between the discipline areas: understanding forms of text and the cross-cutting taxonomic vocabulary.

Understanding Forms of Text and Expanding the Definition of Text

Traditional areas of integration between the outcomes of geo-education and literacy education include strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics. In addition, quality geo-education offers a more well-rounded and unique definition of text for our modern society. Currently, a broader interpretation of text is needed to meet the needs of students to understand their world. Research shows that visual representations allow for easier and more rapid

processing of traditional text. Carney and Levin (2002) found: "The more difficult the reading level is, the higher the rate a learner will look to adjunct visual displays." Evidence also suggests that "comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching. It depends heavily on knowledge—both about the world at large and the world of language and print." (Fielding & Pearson, 1994)

Geography uses multiple forms of visual representations of information with varying levels of complexity. The range of geographic text includes maps, pictures (static or animated), graphs, charts, and geo-spatial representations of information. "Visual displays can support communication, thinking, and learning." (Schnotz, 2002) In this document, text is defined both in a traditional sense as the written word and in an expanded sense to include the various forms of geographic text.

Cross-Cutting Taxonomic Vocabulary

A literate individual in the 21st century must know more than the basic skills of reading and writing. They must be thinkers, creators, authors, and transmitters of ideas. Bombarded daily with an avalanche of information on the web, television, advertising, and a multitude of mobile devices, students today must acquire, analyze, and process information for decision-making like no other generation before them. Geography education prepares students for both processing this barrage of information and the decision-making that accompanies it. In addition, the presentation of information is becoming more complex and requires higher-order thinking skills to understand and analyze information prior to making informed decisions. Essential to the ability to analyze and synthesize information is the ability to transfer understanding between the disciplines via a cross-cutting taxonomic vocabulary.

An example of cross-cutting taxonomic vocabulary exists when comparing the *Geography for Life* standards to the elements of fiction as seen in the chart to the right.

For example:

Geography	Elements of a Story	Examples
The World in Spatial Terms	Sequence, Order of Events, Plot	In both literature and nonfiction, writers use spatial thinking, such as a sequence of events that could include movement. For example, *Make Way for Ducklings* by Robert McCloskey is set in Boston and students could follow or create a map of the events found in the book.
Places and Regions	Location, Setting, Symbolism	Setting and symbolism can be found throughout text, for example, the use of geographic vocabulary in a novel about the Wild West.
Physical Systems	Tone, Character, Symbolism, Setting	Physical geography and systems have a setting and can be used for tone, character, and in some cases symbolism, for example, a bubbling brook or a dark swirling vortex.
Human Systems	Character	Human geography is focused on the political/cultural components regarding how the world is organized. These characteristics are seen in the motivation and description of character(s).
Environment and Society	Conflict, Theme, Plot	The theme, plot, and conflict found in literature, in many cases, is the tension between humans and the environment. Classic and modern examples include *The Lorax, The Old Man and The Sea, The Hunger Games,* and *A Tale of Two Cities.*
The Uses of Geography	Point of View, Message, Moral	Geography helps inform point of view, message, and moral by giving context, for example, the multiple points of view based partially on geography found in *My Brother Sam is Dead* by Christopher Collier and James Lincoln Collier.

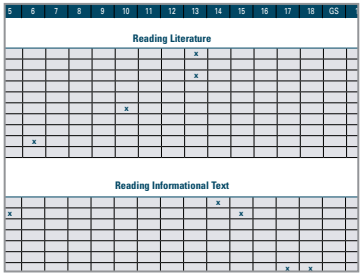
In addition, educators can use the essential elements in geography to strengthen the understanding of the text features of nonfiction. The table below represents a fraction of the possibilities.

Nonfiction Text Features	Geographic Examples
Problem/Solution	» Clean water availability » Energy crisis leading to alternative forms of energy
Cause/Effect	» Pollution upstream impacts downstream » War in one region may spread or create refugees in another area
Compare/Contrast	» Different approaches by nations to environmental issues » Protected areas versus unprotected areas
Description/List	» Recent tectonic activity data » Gathering data on biodiversity in an area
Time Order/Sequence	» Directions to a location » The use of data to predict weather events such as the path of a hurricane

Purpose and Audiences for This Guide

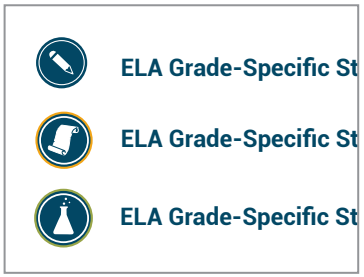
This guide was created for dual purposes. The first purpose of the guide is to show where the two sets of documents present areas for strengthened learning opportunities in the classroom. It was designed as a tool for use by curriculum specialists, department chairs, and other educators who develop curriculum at the state and local level in language arts, social studies, science, and technical subjects. *This document is not intended to be curriculum*; however, there are models and exemplar activities throughout the guide. The second purpose of the guide is to highlight those areas where direct instruction for concepts and skills must take place. Not all areas of a discipline or concept can or should be integrated. The guide should be used to help further conversations, analysis, and curriculum development. Ultimately it is intended to support educators in making informed curricular choices.

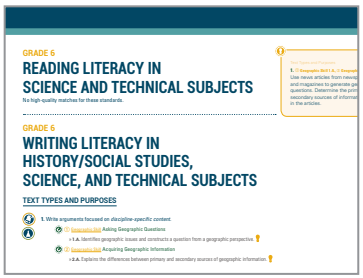
Overview of the Guide



The guide takes a grade-level approach until high school, even though the *Geography for Life* standards do not take this approach. Each grade level consists of a matrix that has the English language arts standards on the y axis and the *Geography for Life* standards on the x axis. The matrix shows an x where a clear alignment occurs.

A key consists of icons representing various components of the two standards documents and the abbreviation system that was created to help condense the document.



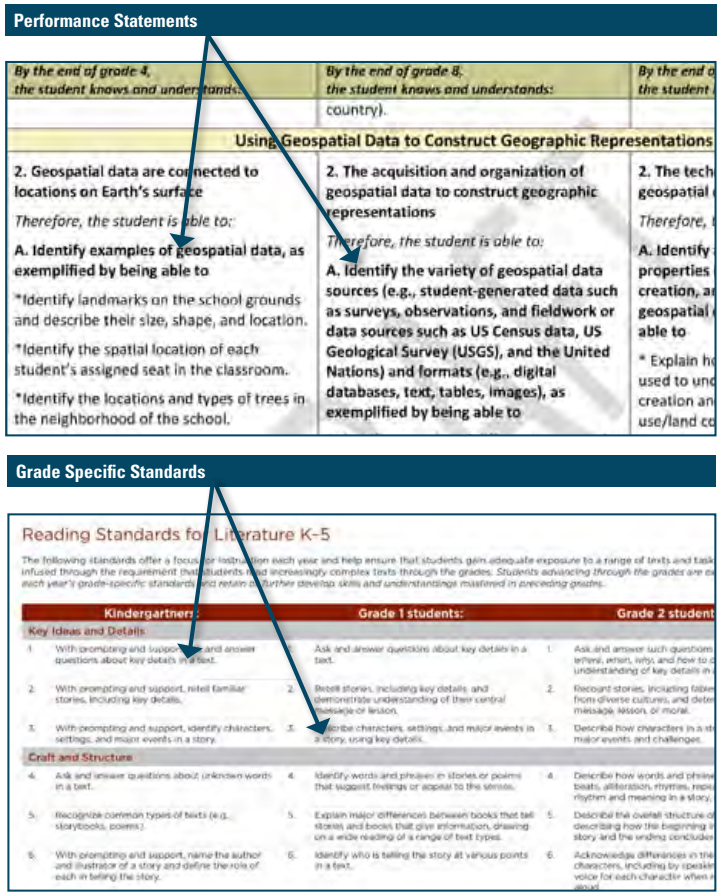


Each grade level has the Common Core English language arts standards written out in their entirety for an applicable section. When an opportunity for alignment occurs, the geography icon will appear with the excerpt from the geography standards or skills.

On the right side of the document are the exemplars. The exemplars included in this guide are designed to give strong examples of the possibilities for integration. However, they are not exhaustive and should not be considered all that should or could be taught. More lessons and activities can be found at **www.natgeoed.org** and **www.ncge.org.**

Overview of the Process

The development of this tool took place during 2012 and consisted of three phases. The first phase of development consisted of deciding on the depth of alignment and outlining the process for the writers. The development team designed the protocol and created the procedures. The alignment protocol consisted of alignment at the grade-specific standard level in the Common Core ELA standards and at the performance statement level in the *Geography for Life*, Second Edition document.



Each grade level was aligned. The *Geography for Life* standards were written in grade bands and, therefore, they were used for each specific grade that was within the band. At the high school level, both documents were aligned in grade bands.

The second phase consisted of the writing process. The Network of Alliances for Geographic Education consists of 50 state-based Alliances, including Puerto Rico, Canada, and the District of Columbia. Fourteen Alliances volunteered to work on the alignment of the two documents. Working in many cases across state lines, groups were formed to align the *Geography for Life* standards to the Common Core ELA standards. The process included brainstorming and reviewing direct connections. The caveat was that alignment would be direct and not dependent on classroom instruction. In addition, the teams submitted exemplar lesson ideas.

The work of the teams was then submitted for the third phase of editing and feedback. The draft document was taken to the 2012 National Council for Geographic Education and National Council for the Social Studies annual conferences for review and was followed by an editorial team review. The editorial team was comprised of English language arts specialists and geography education specialists and convened at National Geographic to make final edits.

Overview Matrix for Grade 5

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
1		x																						
2				x								x												
3								x								x								
4						x					x						x							
5								x								x								
6			x			x												x						
7		x											x											
8		x					x					x												
9		x								x														x
10																								

Reading Literature

No high-quality matches for these standards.

Reading Informational Text

Reading: Foundational Skills (K–5 only)

No high-quality matches for these standards.

Writing

Speaking and Listening

	GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
1										x									x						
2									x			x													
3											x			x											
4										x		x													x
5											x												x		
6																									

Language

No high-quality matches for these standards.

GRADE 5 KEY

ELA Grade-Specific Standard

Geography Performance Statement or Skill

Exemplar Idea

Geographic Skills

1. Asking Geographic Questions
2. Acquiring Geographic Information
3. Organizing Geographic Information
4. Analyzing Geographic Information
5. Answering Geographic Questions

Geography Essential Elements and Standards

WST—The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

PR — Places and Regions

4. The physical and human characteristics of places
5. That people create regions to interpret Earth's complexity
6. How culture and experience influence people's perceptions of places and regions

PS — Physical Systems

7. The physical processes that shape the patterns of Earth's surface
8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

HS — Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
11. The patterns and networks of economic interdependence on Earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

ES — Environment and Society

14. How human actions modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

UG — The Uses of Geography

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

GRADE 5

READING LITERATURE

No high-quality matches for these standards.

GRADE 5

READING INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

WST ① Using Geographic Representations

» **4.A.** Analyze geographic representations to ask and answer questions about spatial distributions and patterns.

HS ⑫ Patterns of Settlement

» **3.A.** Compare and explain the location, number, and sizes of settlements in regions.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

WST ③ Spatial Patterns and Processes

» **2.A.** Describe and compare the processes that influence the distribution of human and physical phenomena.

HS ⑪ Location and Spatial Patterns of Economic Activities

» **2.A.** Compare and explain the advantages of one location over another in the access to factors of production.

Key Ideas and Details

1. WST ① **4.A.**, HS ⑫ **3.A.**

Map patterns of western migration using the U.S. Mega Map from National Geographic Education's MapMaker Kits (natgeoed.org/mapmakerkits). Find photos from the time period on the Library of Congress website (loc.gov) and attach them to the map at the locations where they were taken. Include captions and a map key.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

PS ⑦ Physical Processes

» **3.A.** Analyze and explain the patterns that occur on Earth's surface as a result of physical processes.

ES ⑮ Environmental Hazards

» **2.B.** Explain the causes and locations of various types of environmental hazards.

CRAFT AND STRUCTURE

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

PR ⑤ Regional Change

» **2.A.** Describe and explain the changes in the boundaries and characteristics of regions.

HS ⑩ Patterns of Culture

» **2.B.** Compare different cultural landscapes.

ES ⑯ Location and Distribution of Resources

» **2.A.** Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources.

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

PS ⑦ Components of Earth's Physical Systems

» **1.B.** Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.

ES ⑮ Environmental Hazards

» **2.B.** Explain the causes and locations of various types of environmental hazards.

Key Ideas and Details

3. PS ⑦ **3.A.**, ES ⑮ **2.B.**
Explore the relationships between ideas and concepts in texts using different encyclopedic entries from National Geographic Education (natgeoed.org/encyclopedia).

Craft and Structure

5. PS ⑦ **1.B.**, ES ⑮ **2.B.**
Identify the causes and effects of natural hazards such as floods, tornados, volcanoes, hurricanes, or drought. Identify possible solutions to lessen the damage.

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

PS ⑤ The Concept of Region

» **1.A.** Identify and explain the criteria used to define formal, functional, and perceptual regions.

WST ② Individual Perceptions Shape Mental Maps

» **4.A.** Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.

UG ⑰ Perceptions of Geographic Contexts

» **3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.

Craft and Structure

6. WST ② **4.A.**

Draw a map of the route to school, showing landmarks. Compare and contrast the maps. How is the perception (point of view) different for walkers, bicyclists, and bus riders?

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

HS ⑫ Patterns of Settlements

» **3.A.** Compare and explain the location, number, and sizes of settlements in regions.

WST ① Properties and Functions of Geographic Representations

» **1.B.** Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns.

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

WST ① Using Geographic Representations

» **4.A.** Analyze geographic representations to ask and answer questions about spatial distributions and patterns.

PR ⑥ Changes in the Perception of Places and Regions

» **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.

HS ⑪ Location and Spatial Patterns of Economic Activities

» **2.A.** Compare and explain the advantages of one location over another in the access to factors of production.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

HS ⑨ Characteristics of Population

» **1.B.** Compare the structures of populations in different places through the use of key demographic concepts.

WST ① Using Geospatial Data to Construct Geographic Representations

» **2.B.** Construct maps using data acquired from a variety of sources in various formats (e.g., digital databases, text, tables, images).

⑤ Geographic Skill Answering Geographic Questions

» **2.A.** Constructs a presentation to answer a geographic question.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

GRADE 5

READING: FOUNDATIONAL SKILLS

No high-quality matches for these standards.

GRADE 5

WRITING

TEXT TYPES AND PURPOSES

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

ES ⑮ Environmental Opportunities and Constraints

» **1.A.** Explain how the characteristics of different physical environments offer opportunities for human activities.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ES ⑯ Types and Meanings of Resources

» **1.A.** Describe examples of how cultures differ in their definition and use of resources.

PR ⑤ The Concept of Region

» **1.A.** Identify and explain the criteria used to define formal, functional, and perceptual regions.

Text Types and Purposes

2. ES ⑯ **1.A.**, PR ⑤ **1.A.**
Create a survey focused on culture, resources, and physical geography. Contact a participating school in another country through ePals, iEARN, or other reputable organizations. Visualize and analyze the data using maps, charts, and other geographic representation tools.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

HS ⑨ Migration

» **3.B.** Identify and explain push and pull factors influencing decisions to migrate.

PRODUCTION AND DISTRIBUTION OF WRITING

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

④ Geographic Skill Analyzing Geographic Information

» **1.A.** Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ES ⑯ Sustainable Resource Use and Management

» **3.A.** Explain how renewable resources can be continuously replenished through sustainable use.

⑤ Geographic Skill Answering Geographic Questions

» **1.A.** Describes and explains the data and processes used to answer geographic questions.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

⑤ Geographic Skill Answering Geographic Questions

» **2.A.** Constructs a presentation to answer a geographic question.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

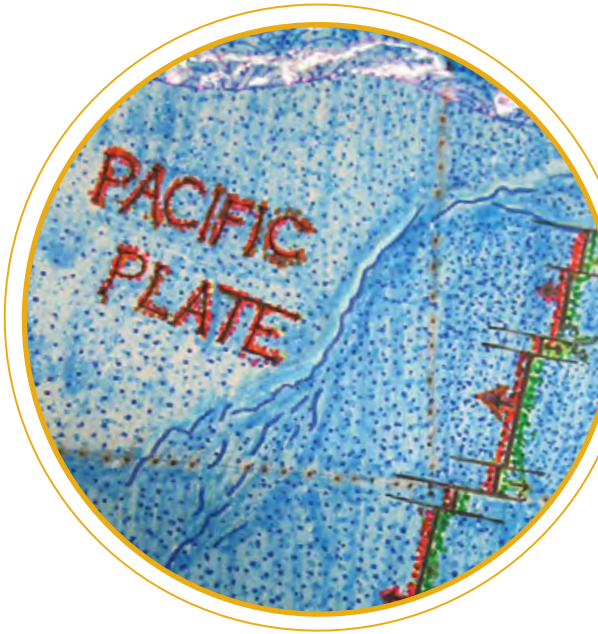
- UG ⑰ Using Geography to Interpret the Past
  - » **1.A.** Analyze and explain the influence of the geographic context on historical events.
- ④ Geographic Skill Analyzing Geographic Information
  - » **1.A.** Analyzing graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- UG ⑱ Changes in Geographic Contexts
  - » **2.A.** Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- ② Geographic Skill Acquiring Geographic Information
  - » **1.A.** Explains which sources of geographic information will be needed for a geographic investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- PR ④ The Characteristics of Place
  - » **2.B.** Explain the ways that human processes change places.
- ④ Geographic Skill Analyzing Geographic Information
  - » **1.A.** Analyzing graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



RANGE OF WRITING

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 5

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

HS ⑨ Migration

» **3.A.** Identify and describe the types of migration in terms of time, distance, and cause.

UG ⑱ Perceptions of Geographic Contexts

» **3.A.** Explain the role perception plays in planning for the present and the future.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PS ⑧ Components of Ecosystems

» **1.A.** Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.

Comprehension and Collaboration

1. HS ⑨ **3.A.**
Interview an adult who has moved from another state or country. Compile the results visually and through presentations and group discussion.

1. UG ⑱ **3.A.**
Interview an adult who has moved from another state or country. Ask how the place where they moved is similar to or different from what they expected.

HS ⑪ Connecting Economic Activities

» **3.A.** Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions.

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

HS ⑩ Cultural Diffusion and Change

» **3.B.** Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.

HS ⑬ Conflict

» **3.A.** Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.

PRESENTATION OF KNOWLEDGE AND IDEAS

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

HS ⑨ Spatial Distribution of Population

» **2.A.** Explain the concepts of population distribution and density and how they change over time.

HS ⑪ Connecting Economic Activities

» **4.A.** Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks.

⑤ Geographic Skill Answering Geographic Questions

» **1.A.** Describes and explains the data and processes used to answer geographic questions.

Presentation of Knowledge and Ideas

4. HS ⑪ **4.A.**

Explore and collect data in the grocery store's produce section or the labels on the clothes and shoes in closets. How global are students' food or closets? Represent the data on maps, charts, or graphs.

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

HS ⑩ Cultural Diffusion and Change

» **3.B.** Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.

③ Geographic Skill Organizing Geographic Information

» **1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GRADE 5

LANGUAGE

No high-quality matches for these standards.