

## Williamsville Central School District

**Discipline** Social Studies  
**Course/Grade** Grade 5: The United States, Canada, and Latin America

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings 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 factual information and case studies.

### Suggested Pacing Chart

*The teacher will determine the order of the units*

Units	Weeks of Study
Geography: Overview of the Western Hemisphere	1-2
Economic and Political Comparisons	3-4
Review for the Grade 5 NYS Test (Sept. - Nov.)	2-3
United States (including regions)	10-12
Canada (including provinces and territories)	8-10
Latin America (including case studies of Mexico, one Central American country & one South American country)	8-10

## Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **Geographic comparisons**
  - Does the physical environment influence people or do people influence the physical environment?
- **Economic Comparisons**
  - Is a nation's ability to be "interdependent" with other nations the main reason for its economic success?
- **Political Comparisons**
  - Can the structure of a political system influence the quality of life of its citizens?
- **The United States**
  - Are the regions of the United States really different from each other?
- **Canada**
  - Could Canada easily become our nation's 51st state?
- **Latin America**
  - Are human resources or natural resources more important in developing the success of Latin American countries?
- **Historic/Cultural Comparisons**
  - Are there more similarities or differences in the cultures of the Western Hemisphere?

## Guide to Curriculum-Related Vocabulary

### Guaranteed and Viable Curriculum

**Guaranteed:** The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

**Viable:** a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

**Curriculum:** the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

### Power Performance Indicators

**Power performance indicators** are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

### Essential Components

**Declarative Knowledge:** Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

**Procedural Knowledge:** Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

**Key Vocabulary/Glossary:** Vocabulary deemed essential to the curriculum.

### K-12 Social Studies Concepts Matrix

<b>Concept</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6-12</b>
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs &amp; Wants</u>	I	R	R	R	R	R	R
<u>Places &amp; Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment &amp; Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People &amp; Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

<b>Concept</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6-12</b>
<u>Science &amp; Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept  
 R= Reinforce Concept

## K-12 Social Studies Concepts – History

<b>Belief System</b>	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
<b>Conflict</b>	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
<b>Change</b>	involves the basic alterations in things, events, and ideas.
<b>Choice</b>	means the right or power to select from a range of alternatives.
<b>Culture</b>	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
<b>Diversity</b>	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
<b>Empathy</b>	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
<b>Identity</b>	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
<b>Interdependence</b>	means reliance upon others in mutually beneficial interactions and exchanges.
<b>Imperialism</b>	means the domination by one country of the political and/or economic life of another country or region.
<b>Movement of People and Goods</b>	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
<b>Nationalism</b>	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
<b>Urbanization</b>	means movement of people from rural to urban areas.

## K-12 Social Studies Concepts – Geography

<b>The World in Spatial Terms</b>	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
<b>Places and Regions</b>	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
<b>Physical Systems</b>	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
<b>Human Systems</b>	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
<b>Environment and Society</b>	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
<b>The Uses of Geography</b>	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
<b>Environment</b>	means the surroundings, including natural elements and elements created by humans.

### **K-12 Social Studies Concepts - Economics**

**Needs and Wants**

refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).

**Economic Systems**

include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

**Factors of Production**

are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).

**Scarcity**

means the conflict between unlimited needs and wants and limited natural and human resources.

**Science and Technology**

means the tools and methods used by people to get what they need and want.

## K-12 Social Studies Concepts - Civics, Citizenship, and Government

<b>Justice</b>	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
<b>Nation-state</b>	means a geographic/political organization uniting people by a common government.
<b>Citizenship</b>	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
<b>Political Systems</b>	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
<b>Power</b>	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
<b>Government</b>	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
<b>Decision Making</b>	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
<b>Civic Values</b>	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
<b>Human Rights</b>	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

**Grade 5: The United States, Canada and Latin America**

**Learning Standards 1 and 2: New York State, United States, and World History**

**Essential Questions**

- **Historic/Culture Comparisons:** Are there more similarities or differences in the cultures of the Western Hemisphere?
- **Canada:** Could Canada easily become our nation's 51<sup>st</sup> state?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>History of the United States, Canada and Latin America</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Different people living in the Western Hemisphere may view the same event or issue from different perspectives.</li> <li>• 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.</li> <li>• Connections and exchanges exist between and among the people 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.</li> <li>• Key turning points and events in the histories of Canada, Latin America and the United States can be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain how the different ethnic, national and religious groups, including Native American Indians have contributed to the cultural diversity of the nations and regions in the Western Hemisphere by sharing their customs, traditions, beliefs, ideas and languages.</b></li> <li>• <b>Give examples of how people living in the Western Hemisphere may view the same event or issue from different perspectives (for example: use of resources, minority rights, cultural vs. national identity).</b></li> <li>• <b>Explain how the migration of groups of people to, and in, the Western Hemisphere has led to cultural diffusion because people carry their ideas, culture and scientific technology with them when they move from place to place (for example: European influence during exploration and colonization of the Western Hemisphere; Mexican migration into the Southwest United States; creation of Chinatowns in Toronto, San Francisco and New York City; destruction of the rainforests in Brazil to make land available for farming).</b></li> </ul>	<ul style="list-style-type: none"> <li>• commonwealth</li> <li>• conquest</li> <li>• cultural identity</li> <li>• dominion</li> <li>• ethnic heritage</li> <li>• illiteracy</li> <li>• literacy</li> <li>• missionaries</li> <li>• political unrest</li> <li>• population diversity</li> <li>• self-sufficiency</li> <li>• social class</li> <li>• territory</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.</p> <ul style="list-style-type: none"> <li>• Important historic figures and groups have made significant contributions to the development of Canada, Latin America and the United States.</li> <li>• Industrial growth and development and urbanization have had important impacts on Canada, Latin America and the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe changes in the United States due to population trends, westward expansion, rural-urban-suburban movements, technological growth, and movement of nations from self-sufficiency to global interdependence.</b></li> <li>• Explain that the history of Latin America is a story of diverse peoples that have experienced early pre-Columbian civilizations, European conquests, struggles for independence, industrial growth and current political unrest.</li> <li>• Explain Canada's struggle to achieve unity involving the following: Native American Indian civilizations, French and English exploration and colonization, immigration, land and resource conflicts, northern and westward expansion, unity as a dominion, recognition as a major world power.</li> <li>• Describe the cultural heritages found in the Western Hemisphere by comparing and contrasting historic figures and groups and their contributions, recreation and sports, arts and crafts, languages, customs and traditions (including food, clothing, religions, etc).</li> </ul>	

## Grade 5: The United States, Canada and Latin America

### Learning Standard 3: Geography

#### Essential Questions

- **Geographic comparisons:** Does the physical environment influence people or do people influence the physical environment?
- **The United States:** Are the regions of the United States really different from each other?

	<b>Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>Geography of the United States, Canada and Latin America</p> <ul style="list-style-type: none"> <li>• Maps and other geographical 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.</li> <li>• Political boundaries change over time and place.</li> <li>• Different geological processes shaped the physical environments of the United States, Canada and Latin America.</li> <li>• The nations and regions of the Western Hemispheres 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</li> </ul>	<ul style="list-style-type: none"> <li>• Locate on a variety of maps (including aerial photographs, satellite-produced images, and computer models) the following landforms: Great Lakes, Mississippi River, Amazon River, St. Lawrence Seaway, Rio Grande River, Gulf of Mexico, Hudson Bay, Brazilian Highlands, Panama Canal, Caribbean Sea, Canadian Shield, Great Plains, Rocky Mountains, Appalachian Mountains, Sierra Madre Mountains (Occidental and Oriental), Andes Mountains, Amazon Basin, Strait of Magellan, West Indies, Isthmus of Panama, pampas, and cities and sites using longitude and latitude.</li> <li>• Recognize all countries that are included in the areas known as North America, South America, Latin America, Central America, Middle America, and the major islands of the Caribbean.</li> <li>• Recognize the 10 provinces and the 3 territories of</li> </ul>	<ul style="list-style-type: none"> <li>• altitude</li> <li>• Antarctic Circle</li> <li>• Arctic Circle</li> <li>• canyon</li> <li>• cape</li> <li>• coastal plains</li> <li>• delta</li> <li>• foothills</li> <li>• graphs (circle, line, bar)</li> <li>• grid</li> <li>• gulf</li> <li>• isthmus</li> <li>• pampas</li> </ul>

	<b>Procedural Knowledge</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>...tied together for some identifiable reason, such as physical, political, economic or cultural features.</p> <ul style="list-style-type: none"> <li>• The physical and human characteristics of places in the United States, Canada and Latin America today</li> <li>• Culture and experiences influence people's perceptions of places and regions in the United States, Canada and Latin America today.</li> <li>• The characteristics, distribution and complexity of cultures found in the United States, Canada and Latin America.</li> <li>• Human actions modify the physical environments of the United States, Canada and Latin America.</li> </ul>	<p>Canada (Nunavut was added in 1999).</p> <ul style="list-style-type: none"> <li>• <b>Recognize the names of the 50 states in the United States and be able to place each state in its geographical region of the United States.</b></li> <li>• <b>Recall the capital cities of the United States (Washington, D.C.), Canada (Ottawa), and Mexico (Mexico City).</b></li> <li>• <b>Explain how people have adapted to, or changed, the physical environment of the regions of the Western Hemisphere.</b></li> <li>• Give examples of how political boundaries change over time.</li> <li>• Describe how the geological processes shaped the physical environments of the Western Hemisphere.</li> <li>• Compare and contrast the human and physical characteristics of the following areas: Canadian coniferous forests with the Amazon rainforests, Great American Desert with the Atacama Desert, Canadian and United States plains with the pampas, coastal area of North and South America, Rocky and Andes Mountains.</li> </ul>	<ul style="list-style-type: none"> <li>• permafrost</li> <li>• polar projection</li> <li>• strait</li> <li>• temperate</li> <li>• time zones</li> <li>• Tropic of Cancer</li> <li>• Tropic of Capricorn</li> </ul>

## Grade 5: The United States, Canada and Latin America

### Learning Standard 4: Economics

#### Essential Questions

- **Economic Comparisons:** Is a nation's ability to be "interdependent" with other nations the main reasons for its economic success?
- **Latin America:** Are human resources or natural resources more important in developing the success of Latin American countries?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>The economies of the United States, Canada and Latin America</p> <ul style="list-style-type: none"> <li>• Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada and Latin America.</li> <li>• 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.</li> <li>• Types and availability of resources are important to economic development in the United States, Canada and Latin America today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Give examples of the following concepts in relation to the economies of the Western Hemisphere nations: scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth and economic systems.</b></li> <li>• <b>Explain how the nations of the Western Hemisphere meet their needs and wants by using, or securing from other nations, specific natural, human and capital resources.</b></li> <li>• Explain how science and technology have influenced the standards of living in the nations of the Western Hemisphere.</li> <li>• Give examples of how the exchange of</li> </ul>	<ul style="list-style-type: none"> <li>• balance of trade</li> <li>• capitalism</li> <li>• commerce</li> <li>• developed nation</li> <li>• developing nation</li> <li>• distribution</li> <li>• exchange</li> <li>• free trade</li> <li>• inflation</li> <li>• opportunity costs</li> <li>• trade barrier</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• The nations of North, Central and South America depend on one another for various resources and products they need.</li> <li>• Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.</li> <li>• Science and technology have influenced the standard of living in nations in North, Central and South America.</li> <li>• Exchanges of technologies, plants, animals and diseases between and among nations of the Americas in North, Central and South America form organizations and make agreements to promote economic growth and development.</li> <li>• 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 and regions.</li> </ul>	<p>technologies, plants, animals and disease between and among nations of the world have changed life in these regions (for example: economic impact from SARS and mad-cow disease, impact of air pollution from one region to another, fear of terrorist attacks).</p> <ul style="list-style-type: none"> <li>• Describe the positive and negative effects of the organizations formed, and agreements made, by nations of the Western Hemisphere to promote economic growth and development (for example: North American Free Trade Act).</li> <li>• <b>Explain how a decision made in one nation or region in the Western Hemisphere has an impact on all nations or regions of this area.</b></li> </ul>	<ul style="list-style-type: none"> <li>• trade-off</li> </ul>

**Grade 5: The United States, Canada and Latin America**

**Learning Standard 5: Civics, Citizenship and Government**

**Essential Questions**

- **Political Comparisons:** Can the structure of a political system influence the quality of life of its citizens?

<b>Declarative Knowledge</b>	<b>Procedural Knowledge</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>The economies of the United States, Canada and Latin America</p> <p>The governments of the United States, Canada and Latin American nations</p> <ul style="list-style-type: none"> <li>• Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance and law.</li> <li>• Basic civic values such as justice, due process, equality and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada and nations of Latin America.</li> <li>• Constitutions, rules and laws are developed in democratic societies in order to maintain order, provide security and protect individual rights.</li> <li>• The rights of citizens in the United States are similar to and different from the rights of citizens in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain how the governments of the United States, Canada and some Latin American nations express civic values (such as; justice, due process, equality and majority rule with respect for minority rights) in their constitutions in order to maintain order, provide security and protect individual rights.</b></li> <li>• Interpret political cartoons that show how the nations of the Western Hemisphere have different assumptions regarding power, authority, governance, law and current issues.</li> <li>• <b>Compare the structure and functions of the governments of the United States, Canada and some Latin American nations.</b></li> <li>• Explain how governments impact the lives of the people they govern.</li> <li>• <b>Identify legal, political and historical documents such as the Declaration of</b></li> </ul>	<ul style="list-style-type: none"> <li>• dictator</li> <li>• military dictatorship</li> <li>• prime minister</li> <li>• representative democracy</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>other nations of the Western Hemisphere.</p> <ul style="list-style-type: none"> <li>The roles of citizenship are defined by different constitutions in the Western Hemisphere.</li> <li>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.</li> <li>Concepts such as civic life, politics and government can be used to answer questions about 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.</li> <li>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.</li> <li>Citizenship in the United States, Canada and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: Lincoln's Birthday, Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day and Conservation Day.</li> <li>International organizations were formed to promote peace, economic development and</li> </ul>	<p><b>Independence, United States Constitution, United States Bill of Rights, British North America Act, and the Canadian Bill of Rights, as a way to define the values, beliefs and principals of constitutional democracy.</b></p> <ul style="list-style-type: none"> <li><b>Identify problems facing governments in the Western Hemisphere as related to the interdependence with each other (for example: terrorism, use of resources, different political beliefs, technology, health, space and ocean exploration, effectiveness of the United Nations in preventing wars).</b></li> <li><b>Identify and explain the purpose of the different patriotic holidays celebrated in the nations of the Western Hemisphere.</b></li> </ul>	

**Williamsville Central School District**  
Grade 5 Social Studies Curriculum

<b>Declarative Knowledge</b>	<b>Procedural Knowledge</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
cultural understandings. The United Nations was created to prevent war and to fight hunger, disease and ignorance.		