



Curriculum Framework

North American Geography

Prince William County Schools

September 2009
1st Edition





School Board

Mr. Milton Johns
Chairman At-Large

Mrs. Denita S. Ramirez
Vice Chairman
Woodbridge District

Mr. Gilbert A. Trenum
Brentsville District

Dr. Michael I. Otaigbe
Coles District

Mr. Grant Lattin
Occoquan District

Mrs. Betty D. Covington
Dumfries District

Ms. Julie C. Lucas
Neabsco District

Mr. Don Richardson
Gainesville District

Superintendent of Schools

Dr. Steven L. Walts

Superintendent's Staff

Ms. Rae E. Darlington
Deputy Superintendent

Mr. Todd Erickson
Associate Superintendent for Elementary Schools

Ms. Diana Lambert-Aikens
Associate Superintendent for Elementary Schools

Ms. Alison Nourse-Miller
Associate Superintendent for Elementary Schools

Catherine "Pat" Puttre, Ed.D
Associate Superintendent for Middle Schools

Mr. Michael Mulgrew
Associate Superintendent for High Schools

Mr. Keith Imon
Associate Superintendent for Communications and Technology Services

Mr. Keith J. Johnson
Associate Superintendent for Human Resources

Ms. Pamela K. Gauch
Associate Superintendent for Student Learning and Accountability

Mr. Dave Cline
Associate Superintendent for Finance and Support Services

Grade Five: North American Geography

General Overview

In 2008, the Prince William County School Board approved a change of courses for grades five through eight resulting in the creation of a North American Geography course for fifth grade students. A course outline was created by curriculum specialists and university geographers. The outline was presented to PWCS teachers for their input. A committee of fifth grade teachers created and revised a curriculum framework with essential learnings. This curriculum was approved by the School Board in March, 2009.

The standards in fifth grade focus student learning on the geography of North America. The course begins with an intensive review of map and globe skills and geographic concepts. Using these skills and the five themes of geography, students will study five United States regions, and explore neighboring countries of Canada, Mexico, Central American nations, and the Caribbean Islands. Students will be given the opportunity to compare and contrast regions and countries of North America. Teachers will be able to highlight sites that represent the cultural characteristics of each region to provide students with a sense of what life in the regions is like today.

This course will provide students with an introduction and broad overview of North America, which will be helpful as they study United States History in grades six and seven.

Special thanks to Dr. Don Ziegler, Professor of Geography, Old Dominion University; Dr. Joseph Eney, Virginia Geographic Alliance; and Mr. Bruce Leiby, former PWCS Social Studies Supervisor for their assistance.

Acknowledgements

Many teachers contributed to the development of the curriculum with their comments, revisions, and suggestions. We are thankful to them for sharing their expertise.

Curriculum Writing Committee Members

Richard Anderson, Porter Traditional
Eileen Atwood, Westridge ES
Tracey Baum, Henderson ES
Randi Davison, Potomac View ES
Julie Galinas, Bennett ES
Dana Gore, Occoquan ES
Rebecca Gorman, Swans Creek ES
Susan Hardy, Springwoods ES
Jean Lofaso, Dale City ES
Shannon Magalski, Bel Air ES
Kristen Mascitelli, King ES
Maricela Prudencio, Triangle ES
Carl Sandvik, Leesylvania ES
Katrina Shultz, Westridge ES
Cindi Stephens, Bristow Run ES
Chelsea Sullivan, Leesylvania ES
Jennifer Timko, Pattie ES
Kathy Harris, Bel Air ES (retired)
Sue Austen, K-5 Instructional Coach
A.J. Phillips, TAH Grant Coordinator
Kathy Russo, K-5 Instructional Coach
Ken Bassett, Social Studies Supervisor

STANDARD NAG 5.1a,b Map and Globe Skills

The student will use maps, globes, photographs, charts, graphs and tables to:

- a. identify different types and uses of maps;
- b. understand information on a map, including legends, scale, and compass rose.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps are visual representations of geographic information that help us understand a place or region.</p>	<p>How do the tools of geography help us understand our world?</p>	<p>A variety of maps show different geographic information.</p> <p>Some types of thematic maps</p> <ul style="list-style-type: none"> ▪ Population density ▪ Product ▪ Natural Resources ▪ Language ▪ Climate ▪ Physical ▪ Political <p>Map keys or legends explain what the symbols on the maps represent.</p> <p>Standard ways that maps show information</p> <ul style="list-style-type: none"> ▪ Symbols ▪ Color ▪ Lines ▪ Boundaries ▪ Contours ▪ Scale <p>A compass rose shows the four cardinal directions (N,S,E,W) and four intermediate directions (NE, SE, NW, SW).</p>	<p>Interpret a map legend (key) and a map scale to help understand information contained on a map.</p> <p>Analyze and interpret thematic maps.</p> <p>Analyze and interpret graphs, charts, tables, and images of geographic information.</p>

STANDARD NAG 5.1c,d,e,f Map and Globe Skills

The student will use maps, globes, photographs, charts, graphs and tables to:

- c. position and label the seven continents and five oceans to create a world map;
- d. use the equator and prime meridian to identify the hemispheres;
- e. use parallels of latitude and meridians of longitude to locate specific places;
- f. develop an awareness of Global Positioning Systems (GPS) and how people use them.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Continents are large land masses that are generally separated by water.</p> <p>The equator and prime meridian divide the earth into hemispheres.</p> <p>The absolute location of a place is found using its latitude and longitude.</p> <p>The Global Positioning System (GPS) is a U.S. space-based radionavigation system that provides positioning and navigation services.</p>	<p>What are the continents and oceans of the world?</p> <p>How do the tools of geography help us determine the location of a place?</p>	<p>Continents</p> <ul style="list-style-type: none"> • North America • South America • Africa • Asia • Australia • Antarctica • Europe <p>Oceans</p> <ul style="list-style-type: none"> • Atlantic • Pacific • Indian • Arctic • Southern <p>The equator divides the earth into Northern and Southern Hemispheres. The prime meridian divides the earth into Eastern and Western Hemispheres.</p> <p>Parallels of latitude are imaginary lines that measure distances north or south of the equator. Meridians of longitude are imaginary lines that measure distances east or west of the prime meridian.</p> <p>The GPS system is made up of three parts:</p> <ul style="list-style-type: none"> • satellites orbiting the earth; • stations that control and monitor the signals on Earth; • GPS receivers owned by users <p>Each GPS receiver then provides three-dimensional location (latitude, longitude, and altitude) and the time.</p>	<p>Interpret a model of the earth showing the locations of the continents, oceans, equator, and prime meridian.</p> <p>Describe the location of a continent by determining the hemisphere(s) where it is located.</p> <p>Using longitude and latitude, locate places.</p> <p>Explain the use of GPS.</p>

STANDARD NAG 5.2a,b Geographic Concepts

The student will demonstrate a knowledge and understanding of geography by:

- a. defining geography;
- b. identifying and explaining the five themes of geography: Place, Region, Location, Movement, Human/Environment Interaction

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography is the study of the world, its people, and the landscapes they create.</p> <p>Regions are areas of the earth which have unifying characteristics that distinguish them from other areas.</p> <p>The five themes of geography are tools that help geographers study our world.</p>	<p>How do the five themes of geography help us organize information to understand our world?</p>	<p><u>Location</u> <i>Absolute:</i> Every point on earth has a specific location determined by its latitude and longitude. <i>Relative:</i> How a place is located in relation to other places.</p> <p><u>Place:</u> Every place has physical and human features that make it different from all other places. Physical features are formed by nature. Human features are made by people.</p> <p><u>Human/Environment Interaction:</u> People and their environment interact, or affect each other. People’s activities may change the environment or people may have to change how they live to fit into the environment.</p> <p><u>Movement:</u> People, goods, and ideas move every day.</p> <p><u>Region:</u> An area on the earth’s surface that is defined by certain unifying characteristics, including physical, human, and cultural that make it different from other areas. Regions are created by geographers to divide the world into manageable units of study.</p>	<p>Compare and contrast places using the five themes of geography.</p> <p>Analyze and interpret geographic information.</p>

STANDARD NAG 5.2c Geographic Concepts

The student will demonstrate a knowledge and understanding of geography by:

- c. locating physical geographic information on a map of the continents; Africa, Antarctica, Asia, Australia, Europe, South America, *North America (* North America is studied in depth in this course.)

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The continents of the world have unique physical features.</p> <p><i>Teacher Note: The purpose of this standard is for students to develop a mental map of the world. The students should be able to visualize the shape of continents and be able to locate some significant physical features on each continent.</i></p>	<p>What are some of the unique physical features of each continent?</p>	<p><i>Africa</i></p> <ul style="list-style-type: none"> ▪ Sahara Desert ▪ Nile River ▪ Lake Victoria ▪ Congo River Basin <p><i>Antarctic</i></p> <ul style="list-style-type: none"> ▪ Ice covered ▪ South Pole <p><i>Asia</i></p> <ul style="list-style-type: none"> ▪ Largest continent ▪ Arabian Peninsula ▪ Himalayas ▪ Siberia ▪ Gobi Desert <p><i>Australia</i></p> <ul style="list-style-type: none"> ▪ Great Barrier Reef ▪ Outback – dry, desert region <p><i>Europe</i></p> <ul style="list-style-type: none"> ▪ Separated from Asia by Ural Mountains ▪ Alps ▪ Peninsulas – Italy, Greece, Iberian (Spain & Portugal), Scandinavia <p><i>South America</i></p> <ul style="list-style-type: none"> ▪ Amazon River Basin ▪ Andes Mountains <p><i>*North America</i></p> <ul style="list-style-type: none"> ▪ Greenland – located in North America, ruled by Denmark 	<p>Locate important physical features on maps.</p> <p>Compare and contrast physical features of the continents.</p>

STANDARD NAG 5.3a Regional Study: The American Northeast

The student will explore the Northeast region of the United States by:

- a. locating the Northeast region on a map and identifying key political features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Northeast region of the United States is bordered by the Atlantic Ocean to the east and the Great Lakes to the west. It is bordered by Canada to the north and the Mason Dixon Line to the south.</p> <p>The Northeast region is divided into the New England states and the Mid-Atlantic states.</p> <p><i>*Teacher Note - Capitals and major cities are listed here for students to practice locating cities on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the Northeast region?</p>	<p>New England states, capitals* (<i>in italics</i>) and important cities</p> <ul style="list-style-type: none"> • Maine (<i>Augusta</i>, Portland) • Vermont (<i>Montpelier</i>, Burlington) • New Hampshire (<i>Concord</i>) • Massachusetts (<i>Boston</i>) • Rhode Island (<i>Providence</i>) • Connecticut (<i>Hartford</i>) <p>Mid-Atlantic states</p> <ul style="list-style-type: none"> • New York (<i>Albany</i>, New York City) • Pennsylvania (<i>Harrisburg</i>, Pittsburgh, Philadelphia) • New Jersey (<i>Trenton</i>, Newark) • Delaware (<i>Dover</i>) 	<p>Locate and label the Northeast region and states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Identify the capital and important cities on a map.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.3b Regional Study: The American Northeast

The student will explore the Northeast region of the United States by:
 b. explaining the physical and climate characteristics of the Northeast region.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Northeast region of the United States is mountainous with many rivers, bays, lakes, harbors, and canals.</p> <p>The Northeast climate is characterized by generally harsh winters with more moderate summers.</p> <p><i>*Teacher Note: The terms defined in this standard are used throughout the curriculum and are first defined here. These definitions are not repeated in the document, so it may be necessary to refer back to this standard from time to time. We do not recommend that these terms be taught in isolation. It is recommended that teachers introduce the terms in context within the region being studied.</i></p>	<p>What are some of the region’s physical and climate characteristics?</p>	<p>*Geographic Terms:</p> <ul style="list-style-type: none"> ▪ <i>Mountain</i> – a high landform with steep sides; higher than a hill. ▪ <i>Mountain Range</i> – a row or chain of mountains. ▪ <i>Hill</i> – a rounded raised landform; not as high as a mountain. ▪ <i>Valley</i> – an area of low land between hills or mountains. ▪ <i>River</i> – a stream of water that flows across the land and empties into another body of water. ▪ <i>Mouth</i> – the place where a river empties into a larger body of water. ▪ <i>Lake</i> – a body of water completely surrounded by land. ▪ <i>Canal</i> – an artificial waterway for navigation. ▪ <i>Harbor</i> – a part of a body of water, protected and deep enough to anchor a ship. ▪ <i>Bay</i> – part of an ocean or lake that extends deeply into the land. ▪ <i>Island</i> – A body of land completely surrounded by water. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Compare and contrast the geography and climate of the New England and Mid-Atlantic states.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.3b (continued) Regional Study: The American Northeast

The student will explore the Northeast region of the United States by
 b. explaining the physical and climate characteristics of the Northeast region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Physical Features Landforms Appalachian Mountain Range</p> <ul style="list-style-type: none"> ▪ Allegheny Mts. ▪ Adirondack Mts. ▪ Pocono Mts. ▪ Catskill Mts. <p>Water Features</p> <ul style="list-style-type: none"> ▪ St. Lawrence River ▪ Hudson River (and Bay) ▪ Delaware River (and Bay) ▪ Susquehanna River ▪ Lake Erie ▪ Lake Ontario ▪ Lake Champlain ▪ Atlantic Ocean ▪ Erie Canal <p>Climate Generally a colder climate with central and northern areas characterized by:</p> <ul style="list-style-type: none"> ▪ Extreme winters, Nor'easters, blizzards ▪ Mild spring, summer, fall <p>Southern coastal areas experience less snow and milder temperatures.</p>	

STANDARD NAG 5.3c Regional Study: The American Northeast

The student will explore the Northeast region of the United States by:

- c. analyzing the natural resources and economic activity of the Northeast region.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The mountain ranges, waterways, and ocean access of the Northeast region provide a variety of natural resources that create diverse economic opportunities.</p> <p>The cities in the Northeast region of the United States attract many people to work in service, financial, and global trade industries.</p>	<p>How have natural resources contributed to the economic development of the Northeast?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> ▪ Fertile soil ▪ Minerals (stone) ▪ Forests ▪ Waterways ▪ Fish <p>Economic Activities</p> <ul style="list-style-type: none"> ▪ Farming ▪ Mining (quarries) ▪ Logging ▪ Hydro power ▪ Manufacturing ▪ Fishing ▪ Financial industries (New York Stock Exchange) ▪ Service industries ▪ Global trade <p>Major cities have grown up along the Northeast’s many waterways.</p>	<p>Analyze and interpret thematic maps.</p> <p>Using a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources, and economic growth of the region.</p>

STANDARD NAG 5.3d Regional Study: The American Northeast

The student will explore the Northeast region of the United States by:

- d. describing the population of the Northeast including: early settlements, historically significant events and places, and cultural characteristics.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As a result of early European settlement and continued waves of immigration resulting from economic opportunity, the Northeast became a large urban and industrial center.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the Northeast region?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlements Eastern Woodland American Indians</p> <ul style="list-style-type: none"> ▪ Iroquois, Huron <p>Europeans settled for economic and religious reasons beginning in the early 1600s.</p> <ul style="list-style-type: none"> ▪ Plymouth Colony (1620) ▪ Massachusetts Bay (1628) <p>Historically Significant Events</p> <ul style="list-style-type: none"> ▪ French and Indian War (1754-1763) ▪ American Independence (1770s-1780s) ▪ Large scale immigration (1820s-1870s) ▪ Industrial Revolution, Rhode Island (1865-1900) ▪ Ellis Island, New York immigration station opened (1892) ▪ Stock Market Crash (1929) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Densely populated urban areas are characterized by ethnic neighborhoods. ▪ Megalopolis (long chain of continuous metropolitan areas, e.g. from Boston to Washington, DC.) 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.3e Regional Study: The American Northeast

The student will explore the Northeast by:

- e. examining life in the Northeast today by focusing on significant features and representative landmarks.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Northeast is a densely populated, culturally diverse region characterized by huge metropolitan centers, rural areas, and landmarks of the birth of our country.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region’s development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the Northeast today?</p>	<p>*Representative Landmarks:</p> <ul style="list-style-type: none"> • Plymouth, MA (e.g. early colonial settlement site) • Valley Forge, PA (e.g. Revolutionary War site) • Boston Harbor, MA (e.g. coastal port city) <p>Significant Features:</p> <p>Urban Living - New York City is the largest city in the United States. It is home to:</p> <ul style="list-style-type: none"> • Wall Street – financial district • Broadway – entertainment • United Nations – international organization • Times Square • Large skyscrapers • Diverse, densely populated areas 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables, and graphs.</p>

STANDARD NAG 5.4a Regional Study: The American Southeast

The student will explore the Southeast region of the United States by:

- a. locating the Southeast region on a map and identifying key political features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Southeast region of the United States is bordered by the Atlantic Ocean to the east and the states of Oklahoma and Texas to the west. It is bordered by the Ohio River Valley to the north and the Gulf of Mexico to the south.</p> <p>The Southeast region of the United States is divided into Coastal and Inland states.</p> <p><i>*Teacher Note - Capitals and major cities are listed here for students to practice locating cities on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the Southeast region?</p>	<p>Coastal States- (Atlantic & Gulf)</p> <ul style="list-style-type: none"> • Maryland (<i>Annapolis</i>, Baltimore) • Virginia (<i>Richmond</i>, Norfolk, Manassas) • North Carolina (<i>Raleigh</i>, Charlotte) • South Carolina (<i>Columbia</i>, Charleston) • Georgia (<i>Atlanta</i>, Savannah) • Florida (<i>Tallahassee</i>, Miami) • Mississippi (<i>Jackson</i>) • Alabama (<i>Montgomery</i>, Birmingham) • Louisiana (<i>Baton Rouge</i>, New Orleans) <p>Inland states</p> <ul style="list-style-type: none"> • Arkansas (<i>Little Rock</i>) • Tennessee (<i>Nashville</i>, Memphis) • Kentucky (<i>Frankfort</i>, Louisville) • West Virginia (<i>Charleston</i>) <p>Washington, D.C., Capital of the United States (and not a state).</p>	<p>Locate and label the Southeast region and states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.4b Regional Study: The American Southeast

The student will explore the Southeast region of the United States by:

- b. explaining the physical and climate characteristics of the Southeast region.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Southeast region of the United States is characterized by its expansive coastline and inland hills and mountains.</p> <p>The Southeast region has a generally mild climate, but is vulnerable to seasonal natural weather disasters.</p> <p><i>*Teacher Note: The terms defined in this standard are used throughout the curriculum and are first defined here. These definitions are not repeated in the document, so it may be necessary to refer back to this standard from time to time. We do not recommend that these terms be taught in isolation. It is recommended that teachers introduce the terms in context within the region being studied.</i></p>	<p>What are some of the region’s physical and climate characteristics?</p>	<p>*Geographic Terms:</p> <ul style="list-style-type: none"> ▪ <i>Gulf</i> – A part of an ocean or sea that extends into the land. ▪ <i>Delta</i> – Land made of silt left behind as a river drains into a larger body of water. ▪ <i>Coastal Plains</i> – large area of nearly flat land along the coast. ▪ <i>Peninsula</i> – A body of land nearly surrounded by water. ▪ <i>Lowlands</i> – a broad expanse of land with a generally low level. <p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> ▪ Appalachian Mts. ▪ Broad lowlands on Coastal Plain ▪ Peninsula ▪ Fall Line <p>Water Features</p> <ul style="list-style-type: none"> ▪ Atlantic Ocean ▪ Gulf of Mexico ▪ Chesapeake Bay ▪ Mississippi River ▪ Ohio River ▪ Everglades <p>Climate</p> <ul style="list-style-type: none"> ▪ Winter- generally mild, colder in the north and higher elevations ▪ Summer- hot, humid, with thunderstorms and vulnerable to hurricanes from June through November. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Compare and contrast the geography and climate of the Gulf states and inland states.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.4c Regional Study: The American Southeast

The student will explore the Southeast region of the United States by:

- c. analyzing the natural resources and economic activity of the Southeast region.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The generally mild climate of the Southeast provides a long growing season, making agriculture an important economic activity.</p> <p>The expansive coastline, many rivers, and port cities make the southeast a gateway for global trade.</p>	<p>How have natural resources contributed to the economic development of the Southeast?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> • Fertile soil • Forests • Coal • Petroleum/Oil • Fish <p>Economic Activities</p> <ul style="list-style-type: none"> • Farming – cotton, rice, peanuts, soybeans, oranges, sugarcane, pigs, dairy cows • Manufacturing – lumber and paper mills, food processing, furniture, fertilizers • Mining – minerals, coal, limestone • Fishing – crabs, shrimp, oysters • Tourism – resorts, beaches • Shipping – food, crops, steel, chemicals • Technology – computers, electronics <p>The Southeast region has busy ports to ship products throughout the world.</p> <p>Port cities:</p> <ul style="list-style-type: none"> • Baltimore, MD • Norfolk, VA • Charleston, SC • New Orleans, LA • Mobile, AL 	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.4d Regional Study: The American Southeast

The student will explore the Southeast region of the United States by:

- d. describing the population of the Southeast including: early settlements, historically significant events and places, and cultural characteristics.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The importance of agriculture and reliance on cash crops contributed to a sense of rural isolation and strong regional pride among people in the Southeast.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the Southeast region?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlements South-Eastern Woodland American Indians</p> <ul style="list-style-type: none"> ▪ Seminole, Powhatan, and Cherokee <p>Europeans settled for economic reasons beginning in the late 1500s.</p> <ul style="list-style-type: none"> ▪ St. Augustine, Florida (Spanish-1565) ▪ Jamestown Colony (English-1607) ▪ New Orleans, Louisiana (French-1718) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Establishment of a slavery-based economy (1600s) ▪ Cumberland Gap – was an important passage used by Indians and widened by Daniel Boone (1775) and led to further westward migration and settlement ▪ Civil War (1861-1865) ▪ Civil Rights Movement (1960s) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Plantations, agriculture-based economy (e.g. cotton, tobacco, rice, peanuts) ▪ Music (e.g. Blues, Country, Jazz) ▪ Southern food 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.4e Regional Study: The American Southeast

The student will explore the Southeast by:

- e. examining life in the Southeast today by focusing on significant features and representative landmarks.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The historic Southeast is a rich cultural region characterized by miles of coastline, landmarks of the past, and Southern hospitality.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region’s development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the Southeast today?</p>	<p>*Representative Landmarks and Significant Features:</p> <p>Coastal states:</p> <ul style="list-style-type: none"> ▪ Myrtle Beach, SC (e.g. numerous beaches) ▪ Jamestown, VA (e.g. early settlement site) ▪ Everglades, FL (e.g. National Park) ▪ Disney World (e.g. recreational park) ▪ Fort Sumter, SC (e.g. Civil War Site) <p>Inland states:</p> <ul style="list-style-type: none"> ▪ Great Smoky Mountains (e.g. National Park) ▪ Graceland, TN (e.g. cultural attraction) ▪ Montgomery, AL (e.g. Civil Rights Movement sites) ▪ Vicksburg, MS (e.g. Civil War sites) <p>Smithsonian Mall (e.g. National Museums)</p> <p>Historic antebellum homes</p>	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.5a Regional Study: The American Midwest

The student will explore the Midwest region of the United States by
 a. locating the Midwest region on a map and identifying key political features

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Midwest region of the United States is bordered by the Ohio River and the Great Lakes to the east and the Rocky Mountains to the west. It is bordered by Canada and the Great Lakes to the north and the Ohio River Valley, Arkansas, and Oklahoma to the south.</p> <p>The Midwest region of the United States is divided into the Great Lakes states and the Great Plains states.</p> <p><i>*Teacher Note - Capitals and major cities are listed here for students to practice locating cities on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the Midwest region?</p>	<p>Great Lakes States</p> <ul style="list-style-type: none"> • Ohio (<i>Columbus</i>, Cleveland) • Illinois (<i>Springfield</i>, Chicago) • Indiana (<i>Indianapolis</i>) • Michigan (<i>Lansing</i>, Detroit) • Minnesota (<i>Saint Paul</i>, Minneapolis) • Wisconsin (<i>Madison</i>, Milwaukee) <p>Plains States</p> <ul style="list-style-type: none"> • Kansas (<i>Topeka</i>, Kansas City) • Missouri (<i>Jefferson City</i>, St. Louis) • Nebraska (<i>Lincoln</i>, Omaha) • Iowa (<i>Des Moines</i>) • North Dakota (<i>Bismark</i>, Fargo) • South Dakota (<i>Pierre</i>, Rapid City) 	<p>Locate and label the Midwest region and states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.5b Regional Study: The American Midwest

The student will explore the Midwest region of the United States by
 b. explaining the physical and climate characteristics of the Midwest region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Midwest region of the United States is covered by flat grasslands that gradually rise in the west and has a variety of water features.</p> <p>The Midwest region has an extreme climate due to its location between mountains and proximity to large bodies of water.</p>	<p>What are some of the region's physical and climate characteristics?</p>	<p>Geographic Terms:</p> <ul style="list-style-type: none"> • <i>Prairie</i> – Land in or predominantly in grass. • <i>Badlands</i> – A heavily eroded arid region with colorful, sculptured rock formation. • <i>Plains</i> – A large area of nearly flat land <p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> • Great Plains • Prairies • Badlands • Black Hills <p>Water Features</p> <ul style="list-style-type: none"> • Great Lakes • Ohio River • Mississippi River • Missouri River • Illinois River <p>Climate</p> <ul style="list-style-type: none"> • Winter- cold and harsh, 'Lake Effect' snow • Summers- hot, humid with adequate rainfall and occasional droughts • The region is susceptible to strong thunderstorms and tornadoes during the summer months. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Compare and contrast the geography and climate of the Great Lakes states and Great Plains states.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.5c Regional Study: The American Midwest

The student will explore the Midwest region of the United States by
 c. analyzing the natural resources and economic activity of the Midwest region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The vast expanse of fertile plains and many waterways have made the Midwest a major agricultural and livestock region.</p>	<p>How have natural resources contributed to the economic development of the Midwest?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> • Fertile soil • Minerals- coal, granite, iron ore, limestone, gold, lead, • Oil • Natural Gas • Forests <p>Economic Activities</p> <ul style="list-style-type: none"> • Farming (wheat, corn, soybeans) • Ranching (beef, dairy, hog) • Mining • Automotive industry • Service industry • Shipping <p>Because the Midwest region produces so much wheat, it is sometimes referred to as the nation’s “breadbasket.”</p>	<p>Analyze and interpret thematic maps.</p> <p>Using a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.5d Regional Study: The American Midwest

The student will explore the Midwest region of the United States by

- d. describing the population of the Midwest including: early settlement, historically significant events and places, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Pioneers, settlers, freed slaves, and immigrants have long been drawn to the Midwest for agricultural and industrial jobs, creating a rich variety of cultural characteristics.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the Midwest region?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Lakota, Cheyenne, Pawnee, Shawnee (examples of native peoples in this region) ▪ French trading posts and missions established along the Mississippi River system and the Great Lakes (1600s-1700s) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Louisiana Purchase (1803) ▪ Lewis and Clark Expedition (1804-1806) ▪ Homestead Act of 1862 ▪ Transcontinental Railroad completed (1869) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ The Midwest is a large farming and agricultural region due to wide open spaces and fertile soil. ▪ Urban centers grew up along waterways and railroad centers. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.5e Regional Study: The American Midwest

The student will explore Midwest by

- e. examining life in Midwest today by focusing on significant features and representative landmarks

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>An interest in history and recreational activities brings many visitors to the Midwest.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region’s development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the Midwest today?</p>	<p>*Representative Landmarks</p> <p>Great Lakes states:</p> <ul style="list-style-type: none"> ▪ Great Lakes (e.g. recreational area) ▪ Rock and Roll Hall of Fame - Cleveland, OH (e.g. cultural attraction) ▪ Mall of America - Bloomington, MN (e.g. recreational area) <p>Plains states:</p> <ul style="list-style-type: none"> ▪ Mt. Rushmore, Badlands - Black Hills SD (e.g. National Park) ▪ Crazy Horse Memorial, Black Hills SD (e.g. American Indian monument) ▪ Gateway Arch – St. Louis , MO (e.g. historic monument) ▪ ‘Land of Lincoln’, IL (e.g. historic sites) <p>Significant Features</p> <ul style="list-style-type: none"> ▪ “America’s breadbasket” ▪ Steamboats on the Mississippi River 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.6a Regional Study: The American Southwest

The student will explore the Southwest region of the United States by

- a. locating the Southwest region on a map and identifying key political features

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Southwest region of the United States is bordered by the Gulf of Mexico and the Red River to the east and the Colorado River to the west. It is bordered by Utah, Colorado, and Kansas to the north and Mexico to the south.</p> <p><i>*Teacher Note - Capitals and major cities are listed here for students to practice locating cities on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the Southwest region?</p>	<p>Southwest states</p> <ul style="list-style-type: none">▪ Arizona (<i>Phoenix</i>, Tucson)▪ New Mexico (<i>Santa Fe</i>, Albuquerque)▪ Texas (<i>Austin</i>, Dallas)▪ Oklahoma (<i>Okalahoma City</i>)	<p>Locate and label the Southwest region and states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.6b Regional Study: The American Southwest

The student will explore the Southwest region of the United States by
 b. explaining the physical and climate characteristics of the Southwest region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Southwest region of the United States is characterized by high elevations and dry deserts.</p> <p>The climate of the Southwest is characterized by hot temperatures and dry conditions.</p>	<p>What are some of the region’s physical and climate characteristics?</p>	<p>Geographic Terms:</p> <ul style="list-style-type: none"> • <i>Plateau</i> – An area of elevated flatland. • <i>Mesa</i> – A hill with a flat top; smaller than a plateau • <i>Desert</i> – A dry environment with few plants and animals. • <i>Butte</i> – A small flat topped hill; smaller than a mesa or plateau • <i>Canyon</i> – A deep narrow valley with steep sides and often with a stream or river running through it. <p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> • Plateaus • Mesas • Mountains • Deserts • Buttes • Grand Canyon <p>Water Features</p> <ul style="list-style-type: none"> • Rio Grande • Gulf of Mexico • Colorado River <p>Climate</p> <ul style="list-style-type: none"> • Winter - mild in lower elevations, cold and snowy in mountains • Summer- hot and dry • Large mountain ranges to the west limit rainfall from reaching the Southwest region. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.6c Regional Study: The American Southwest

The student will explore the Southwest region of the United States by

- c. analyzing the natural resources and economic activity of the Southwest region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Due to its lack of water, most natural resources available in the Southwest region of the United States are found below ground. As a result, mining and drilling have become major economic industries.</p>	<p>How have natural resources contributed to the economic development of the Southwest?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> • Minerals- gold, copper, uranium, coal • Oil • Natural gas <p>Economic Activities</p> <ul style="list-style-type: none"> • Mining • Hydropower • Military • Technology • Ranching • Agriculture <p>Ranching and agriculture are possible in the Southwest due to the use of irrigation and water conservation techniques.</p>	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.6d Regional Study: The American Southwest

The student will explore the Southwest region of the United States by

- d. describing the population of the Southwest including: early settlement, historically significant events, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Southwest region has a long history of territorial and cultural conflict among American Indians, Spanish explorers, Mexicans, and settlers in search of wealth, land, and adventure.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the Southwest region?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Anasazi, Pueblo, Navajo, Hopi, Zuni (examples of native peoples in this region) ▪ Spanish missions and settlements (1500s-1700s) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Battle of the Alamo (1836) ▪ Trail of Tears- (1838) ▪ Mexican American War (1846-1848) ▪ Land grants issued (1889) ▪ Construction of military forts to protect American settlers from Mexicans and American Indians (1800s) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Spanish architecture ▪ American Indian reservations ▪ Rodeos 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.6e Regional Study: The American Southwest

The student will explore Southwest by

- e. examining life in Southwest today by focusing on significant features and representative landmarks

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The generally warm climate and wide open spaces of the Southwest draw tourists year round.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region's development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the Southwest today?</p>	<p>*Significant Features and Representative Landmarks</p> <ul style="list-style-type: none"> ▪ River Walk - San Antonio, TX (e.g. recreational area) ▪ Johnson Space Center – Houston, TX (e.g. center of research) ▪ Grand Canyon, AZ (e.g. National Park) ▪ Canyon de Chelly, AZ (e.g. Ancient American Indian dwellings) 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.7a Regional Study: The American West

The student will explore the West by

- a. locating the West on a map and identifying key political features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The West region of the United States is bordered by the Rocky Mountains to the east and the Pacific Ocean to the west. It is bordered by Canada to the North and Mexico to the south.</p> <p>The West region is divided into the Pacific states and Mountain states.</p> <p>Alaska and Hawaii are non-contiguous states that are included in the West. Alaska is bordered by Canada and the Arctic Ocean. Hawaii is a group of islands located in the Pacific between North America and Asia.</p> <p><i>*Teacher Note - Capitals and major cities are listed here for students to practice locating cities on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the West region?</p>	<p>Pacific states</p> <ul style="list-style-type: none"> • Washington (<i>Olympia, Seattle</i>) • Oregon (<i>Salem, Portland</i>) • California (<i>Sacramento, Los Angeles, San Francisco</i>) • Alaska (<i>Juneau, Anchorage</i>) • Hawaii (<i>Honolulu</i>) <p>Mountain states</p> <ul style="list-style-type: none"> • Nevada (<i>Carson City, Las Vegas</i>) • Utah (<i>Salt Lake City, Provo</i>) • Montana (<i>Helena, Billings</i>) • Idaho (<i>Boise</i>) • Wyoming (<i>Cheyenne, Jackson Hole</i>) • Colorado (<i>Denver, Aspen</i>) 	<p>Locate and label the West region and states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.7b Regional Study: The American West

The student will explore the West by

- b. explaining the physical and climate characteristics of the West region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The West region of the United States is characterized by vast mountain ranges, basins, deserts, plateaus, and rivers.</p> <p>The climate of the West ranges from extremely hot and dry to extremely cold and wet.</p>	<p>What are some of the region's physical and climate characteristics?</p>	<p>Geographic Terms:</p> <ul style="list-style-type: none"> ▪ <i>Glacier</i> – A large body of ice moving slowly down a slope or valley or spreading outward on a land surface. ▪ <i>Basin</i> – A bowl-shaped landform surrounded by higher land. ▪ <i>Volcano</i> – A vent in the Earth's crust through which molten lava, ash, and gases are ejected. <p>Physical Features</p> <p>Landforms</p> <p>Mountain States:</p> <ul style="list-style-type: none"> ▪ Rocky Mountains (Continental Divide) ▪ Sierra Nevada Mountains ▪ Mt. McKinley (highest point) ▪ Glaciers ▪ Aleutian Islands <p>Pacific states:</p> <ul style="list-style-type: none"> ▪ Death Valley (lowest point) ▪ Great Basin ▪ Volcanic Islands ▪ Cascade Mountains (Mount. St. Helens) <p>Water Features</p> <ul style="list-style-type: none"> ▪ Pacific Ocean ▪ Columbia River ▪ Missouri River ▪ Colorado River ▪ Great Salt Lake ▪ Snake River 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Compare and contrast the geography and climate of the Mountain states and Pacific states.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.7b (continued) Regional Study: The American West

The student will explore the West by

- b. explaining the physical features and climate of the West region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Climate</p> <p>Mountain states</p> <ul style="list-style-type: none">▪ Winter- snowy, cold, blizzards, long season▪ Summer- mild, short season <p>Pacific states</p> <ul style="list-style-type: none">▪ Mild throughout the seasons	

STANDARD NAG 5.7c Regional Study: The American West

The student will explore the West by

- c. analyzing the natural resources and economic activity of the West region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The geographically diverse West region offers a wealth of natural resources and wide-ranging economic activities.</p>	<p>How have natural resources contributed to the economic development of the West?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> ▪ Forests ▪ Fish, shellfish ▪ Minerals- gold, copper, zinc, uranium, lead, coal, iron, silver ▪ Oil and natural gas ▪ Fertile soil <p>Economic activities</p> <ul style="list-style-type: none"> ▪ Logging ▪ Fishing ▪ Ranching ▪ Farming ▪ Mining ▪ Technology ▪ Entertainment industry ▪ Military (federal government) ▪ Tourism ▪ Service industry 	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.7d Regional Study: The American West

The student will explore the West by

- d. describing the population of the West including: early settlement, historically significant events and places, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Much of the West was settled by ranchers, miners, immigrants, pioneers, and cowboys moving to the region in search of opportunity, land and adventure.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the West region?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Nez Perce, Eskimo, Piute, Chumash, Hawaiians ▪ Spanish missions and forts (1500s-1800s) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ California Gold Rush (1849) ▪ Alaska Klondike Gold Rush (1898-1899) ▪ Nevada Comstock Lode -Silver Rush (1859-1878) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Boom towns developed wherever gold or silver was discovered. ▪ Ghost towns- once the gold or silver mines were depleted, the towns were deserted. ▪ Wild, wild west - cowboys and adventurers became a part of American folk lore. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.7e Regional Study: The American West

The student will explore West by

- e. examining life in the West today by focusing on significant features and representative landmarks

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The wide diversity of the land and climate of the West attracts people for a variety of different activities.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region’s development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the West today?</p>	<p>*Representative Landmarks and Significant Features</p> <p>Mountain states:</p> <ul style="list-style-type: none"> ▪ Yellowstone National Park, WY (e.g. National Park) ▪ Rocky Mountain National Park, CO (e.g. National Park) ▪ Lake Tahoe, CA (e.g. outdoor recreational area) ▪ Las Vegas, NV (e.g. entertainment destination) ▪ Hoover Dam, NV (e.g. technology, historic landmark) <p>Pacific States:</p> <ul style="list-style-type: none"> ▪ Yosemite National Park, CA (e.g. National Park, recreational area) ▪ Hollywood, CA (e.g. entertainment attraction) ▪ Space Needle, WA (e.g. tourist attraction) <p>Alaska:</p> <ul style="list-style-type: none"> ▪ Denali National Park, AK (e.g. National Park recreational area) <p>Hawaii:</p> <ul style="list-style-type: none"> ▪ Waikiki Beach, Honolulu (e.g. resort attraction) ▪ Kilauea Volcano, (e.g. active volcano attraction) 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.8a Neighboring Countries: Canada

The student will explore Canada by

- a. locating Canada on a map and identifying key political features

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Canada is bordered by the Atlantic Ocean to the east and the Pacific Ocean and Alaska to the west. It is bordered by the Arctic Ocean to the north and the United States to the south.</p> <p>Canada covers most of the northern part of mainland North America.</p> <p><i>*Teacher Note - Provinces are listed here for students to practice locating them on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the provinces and territories in Canada?</p>	<p>*Canadian provinces and territories</p> <ul style="list-style-type: none"> • Newfoundland and Labrador • Prince Edward Island • Nova Scotia • New Brunswick • Ontario • Quebec • Manitoba • Saskatchewan • Alberta • British Columbia • Yukon Territory • Northwest Territories • Nunavut 	<p>Locate and label Canada’s provinces and territories on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.8b Neighboring Countries: Canada

The student will explore Canada by

- b. explaining the physical and climate characteristics and climate of Canada

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Canada is a vast country characterized by rugged mountain ranges, plains, bays and islands.</p> <p>Due to its northern location, Canada has cool to freezing temperatures year round.</p>	<p>What are some of the region's physical and climate characteristics?</p>	<p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> • Canadian Shield • Rocky Mountains • Interior Plains • Victoria Island <p>Water Features</p> <ul style="list-style-type: none"> • Hudson Bay • St. Lawrence River • Atlantic Ocean • Pacific Ocean • Arctic Ocean • Niagara Falls <p>Climate</p> <ul style="list-style-type: none"> • Central and northern Canada- sub-arctic climate • Central and eastern Canada- humid, mild climate • Pacific coast- rainy winters, mild temperatures 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.8c Neighboring Countries: Canada

The student will explore Canada by

- c. analyzing the natural resources and economic activity of Canada

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Occupying most of the northern portion of North America, Canada's economy is based largely on its abundant natural resources.</p>	<p>How have natural resources contributed to the economic development of Canada?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> ▪ Forests ▪ Fish, shellfish ▪ Fossil fuels (Oil, natural gas, coal) ▪ Minerals (iron, nickel, zinc, copper, gold, diamonds) <p>Economic Activities</p> <ul style="list-style-type: none"> ▪ Forestry and logging ▪ Mining ▪ Fisheries ▪ Agriculture ▪ Petroleum based products ▪ Hydro – electric power <p>Much of Canada's land is covered in ice or tundra leaving only a small portion available for agriculture.</p> <p>Tundra – an area where the tree growth is restricted by low temperatures and short growing seasons.</p> <p>Canada is a member of NAFTA (North American Free Trade Agreement) – a trade alliance between the United States, Canada, and Mexico.</p>	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.8d Neighboring Countries: Canada

The student will explore Canada by

d. describing the population of Canada including: early settlement, historically significant events and places, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Canada’s culture is influenced by several First Nation groups and waves of European and American immigrants in search of freedom and wealth who retained many of their traditional customs and culture.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped Canada?</p> <p>What events have made a significant impact on this country?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Inuit, Cree, Algonquian, (examples of native peoples in this region) ▪ French settlements (1500s-1700s) ▪ British colonies (1763) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ French and Indian War (1754-1763) ▪ Dominion of Canada was created (1867) ▪ First Transcontinental Railroad in Canada completed (1885) ▪ Canada gained independence from Great Britain (1931) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Canada is a bi-lingual nation – with both French and English as official languages ▪ Due to its size and diversity, citizens of Canada identify themselves by their ethnic culture rather than nationality. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.8e Neighboring Countries: Canada

The student will explore Canada by

- e. examining life in Canada today by focusing on significant features and representative landmarks.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Canada's natural environment is important to its tourism and sports industries.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region's development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of Canada today?</p>	<p>*Representative Landmarks and Significant Features</p> <ul style="list-style-type: none"> • Niagara Falls, Ontario (e.g. tourist attraction) • Banff National Park, Alberta (e.g. National Park, recreational area) • Churchill, Manitoba (e.g. port city) 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.9a Neighboring Countries: Mexico

The student will explore Mexico by

- a. locating Mexico on a map and identifying key political feature

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mexico is bordered by the Gulf of Mexico to the east and the Pacific Ocean to the west. It is bordered by the United States to the north and Central America to the south.</p> <p><i>*Teaches Note - States are listed here for students to practice locating them on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the states of Mexico?</p>	<p>The country of Mexico is divided into 31 states.</p> <p>Mexican states that border the United States</p> <ul style="list-style-type: none">• Baja California• Sonora• Chihuahua• Coahuila• Nuevo Leon• Tamaulipas	<p>Locate and label Mexico and its states on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.9b Neighboring Countries: Mexico

The student will explore Mexico by

- b. explaining the physical and climate characteristics of Mexico

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mexico is a country characterized by peninsulas, deserts, plateaus, and mountain ranges.</p> <p>Due to Mexico’s proximity to the equator, its climate is mostly hot.</p>	<p>What are some of the region’s physical and climate characteristics?</p>	<p>Geographic Terms:</p> <ul style="list-style-type: none"> • <i>Sea</i> – A great body of salt water smaller than an ocean. <p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> • Mexican Plateau • Sierra Madre Oriental • Sierra Madre Occidental • Baja California • Yucatan Peninsula <p>Water Features</p> <ul style="list-style-type: none"> • Gulf of Mexico • Gulf of California • Pacific Ocean • Rio Grande • Caribbean Sea <p>Climate</p> <ul style="list-style-type: none"> • Generally, it is mostly hot and dry throughout the year in northern Mexico. • Southern coastal areas have tropical climates. <p>Term to know:</p> <p>Tropical climate – a climate with continually high temperatures with considerable precipitation, at least during part of the year.</p>	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.9c Neighboring Countries: Mexico

The student will explore Mexico by

- c. analyzing the natural resources and economic activity of Mexico

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mexico’s economy has been impacted by its rugged terrain, limited farmland, and rapidly growing population.</p>	<p>How have natural resources contributed to the economic development of Mexico?</p>	<p>Natural Resources</p> <ul style="list-style-type: none"> ▪ Petroleum, oil ▪ Natural gas ▪ Minerals (silver, gold, copper, lead, zinc) ▪ Scenic beaches <p>Economic Activities</p> <ul style="list-style-type: none"> ▪ Tourism ▪ Mining ▪ Farming ▪ Service industry ▪ Factories ▪ Trade <p>Mexico is a member of NAFTA (North American Free Trade Agreement) – a trade alliance between the United States, Canada, and Mexico.</p>	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.9d Neighboring Countries: Mexico

The student will explore Mexico by

- d. describing the population of Mexico including: early settlement, historically significant events, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mexico’s culture reflects its indigenous Indian civilizations, Spanish colonization, and struggle for independence.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped Mexico?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Olmec, Maya, Aztec ▪ Spanish invasion and colonization (1519- 1821) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Tenochtitlan - Aztec capital was built on an island (1325) ▪ Mexican war of independence from Spain (1810-1821) ▪ Mexican American War (1846-1848) ▪ Mexican Revolution (1910-1920) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ Many indigenous peoples were enslaved or killed during the Spanish conquest. ▪ Mexico City is one of the most densely populated cities in the world. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.9e Neighboring Countries: Mexico

The student will explore Mexico by

- e. examining life in Mexico today by focusing on significant features and representative landmarks.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mexico has one of the largest tourist industries in the world, drawing visitors to its ruins and resorts.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region's development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of Mexico today?</p>	<p>*Representative Landmarks and Significant Features</p> <ul style="list-style-type: none">▪ Chichen Itza, Tulum (e.g. Mayan ruins)▪ Teotihuacan (e.g. Aztec ruins)▪ Cancun (e.g. resort destination)▪ Acapulco (e.g. resort destination)	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.10a Neighboring Countries: Central America

The student will explore Central America by

- a. locating Central America on a map and identifying key political features

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Central America is an isthmus bordered to the east by the Caribbean Sea and the Pacific Ocean to the west. It borders South America to the south and Mexico to the north.</p> <p><i>*Teacher Note - Countries are listed here for students to practice locating them on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the countries of Central America?</p>	<p>Central American countries:</p> <ul style="list-style-type: none"> ▪ Belize ▪ Guatemala ▪ Honduras ▪ El Salvador ▪ Nicaragua ▪ Costa Rica ▪ Panama <p><i>Isthmus</i> - a narrow strip of land connecting two larger land areas</p>	<p>Locate and label the countries of Central America on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.10b Neighboring Countries: Central America

The student will explore Central America by

- b. explaining the physical and climate characteristics of Central America

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Central America is a region characterized by volcanic mountains, and long stretches of coast land.</p> <p>Due to Central America’s proximity to the equator, its climate is mostly hot and tropical.</p>	<p>What are some of the region’s physical and climate characteristics?</p>	<p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> • Sierra Madre Mts. • Isthmus of Panama • Sandy beaches • Coastal lowlands <p>Water Features</p> <ul style="list-style-type: none"> • Pacific Ocean • Caribbean Sea • Panama Canal • Lake Nicaragua <p>Climate</p> <ul style="list-style-type: none"> • Tropical • Temperatures rarely vary during the seasons. • Rainfall occurs mainly during the summer. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.10c Neighboring Countries: Central America

The student will explore Central America by

- c. analyzing the natural resources and economic activity of Central America

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Central America's most important natural resources are its land and climate, which make agriculture and tourism important economic activities.</p>	<p>How have natural resources contributed to the economic development of Central America?</p>	<p>Natural Resources</p> <ul style="list-style-type: none">▪ Minerals (silver, gold, copper, lead, zinc)▪ Scenic beaches▪ Fertile soil (volcanic ash) <p>Economic Activities</p> <ul style="list-style-type: none">▪ Tourism▪ Mining▪ Farming (coffee, bananas, cacao, sugar)▪ Service industry▪ Trade	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.10d Neighboring Countries: Central America

The student will explore Central America by

- d. describing the population of Central America including: early settlement, historically significant events, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Central America’s native Mayan and Aztec traditions and colonial history have created rich and diverse cultures.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped Central America?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Aztec, Maya (native civilizations) ▪ Spanish conquests and settlements (1500s) ▪ British settled Belize (1862) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Congress of Central American countries declare independence from Spanish rule. (1821) Eventually this congress became seven independent countries. ▪ Panama Canal was built (1914) <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ The region’s people, languages, festivals, and religion reflect both Spanish and native practices. ▪ Mestizos are people with both European and indigenous ancestry. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.10e Neighboring Countries: Central America

The student will explore Central America by

- e. examining life in Central America today by focusing on significant features and representative landmarks

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Eco-tourism draws many visitors to Central America.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region's development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of Central America today?</p>	<p>*Representative Landmarks and Significant Features</p> <ul style="list-style-type: none"> ▪ Panama Canal, Panama (e.g. technology, tourist attraction) ▪ Carara National Park, Costa Rica (e.g. rainforest, eco-tourism site) ▪ Placencia Beach, Belize (e.g. tourist destination) <p>Eco-tourism- the practice of using an area's natural environment to attract tourists.</p>	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p>

STANDARD NAG 5.11a Neighboring Countries: The Caribbean Islands

The student will explore the Caribbean Islands by

- a. locating the Caribbean Islands on a map and identifying key political features

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Caribbean Islands are located in the Atlantic Ocean. They curve in an arc from the tip of Florida to the northern coast of South America.</p> <p><i>*Teacher Note - Countries are listed here for students to practice locating them on a map.</i></p>	<p>What are the absolute and relative locations of some of the places in the islands in the Caribbean?</p>	<p>Major Caribbean Island countries:</p> <ul style="list-style-type: none"> • Cuba • Jamaica • Haiti • Puerto Rico • Dominican Republic <p>Puerto Rico is a self-governing unincorporated territory of the United States, making Puerto Ricans American citizens.</p>	<p>Locate and label Caribbean Islands on a map of North America.</p> <p>Locate places using latitude and longitude on maps and globes.</p> <p>Draw sketch maps.</p>

STANDARD NAG 5.11b Neighboring Countries: The Caribbean Islands

The student will explore the Caribbean Islands by

- b. explaining the physical and climate characteristics of the Caribbean Islands

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Caribbean Islands is a region generally characterized by beaches, forested plains, and three types of islands.</p> <p>Due to the Caribbean Islands' proximity to the equator, the climate is mostly hot and tropical.</p>	<p>What are some of the region's physical and climate characteristics?</p>	<p>Physical Features</p> <p>Landforms</p> <ul style="list-style-type: none"> ▪ Mountain Islands ▪ Coral Islands ▪ Volcanic Islands ▪ Sandy beaches ▪ Forested plains ▪ Active volcanoes <p>Water Features</p> <ul style="list-style-type: none"> ▪ Pacific Ocean ▪ Caribbean Sea ▪ Panama Canal ▪ Lake Nicaragua <p>Climate</p> <ul style="list-style-type: none"> ▪ Tropical ▪ Rainfall occurs mainly during the summer. ▪ Hurricanes from June through November. 	<p>Locate and label physical features of the region on a map.</p> <p>Analyze and interpret maps, charts, graphs, and tables to explain the relationships among landforms, water features, and climatic characteristics.</p> <p>Analyze and interpret elevation maps of the region.</p>

STANDARD NAG 5.11c Neighboring Countries: The Caribbean Islands

The student will explore the Caribbean Islands by

- c. analyzing the natural resources and economic activity of the Caribbean region

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Due to the wide variety of sizes of islands in the Caribbean, economic specialization and interdependence in this region are necessary.</p>	<p>How have natural resources contributed to the economic development of the Caribbean Islands?</p>	<p>Most islands in the Caribbean are low lying and have few natural resources that can be used for financial gain.</p> <p>Natural Resources</p> <ul style="list-style-type: none"> ▪ Petroleum ▪ Minerals (bauxite, iron ore) ▪ Scenic beaches ▪ Fertile soil ▪ Spices <p>Economic Activities</p> <ul style="list-style-type: none"> ▪ Tourism ▪ Farming (coffee, bananas, sugar) ▪ Service industry ▪ Trade ▪ Mining 	<p>Analyze and interpret thematic maps.</p> <p>On a graphic organizer, list the cause and effect relationship between natural resources and economic activity.</p> <p>Analyze the relationship between geography, natural resources and economic growth of the region.</p>

STANDARD NAG 5.11d Neighboring Countries: The Caribbean Islands

The student will explore the Caribbean Islands by

- d. describing the population of the Caribbean Islands including: early settlement, historically significant events, and cultural characteristics

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Caribbean Islands' history and society have been influenced by native Amerindian groups, European colonization, and African slavery to create a richly blended, vibrant culture.</p> <p><i>Teacher Note: The purpose of this standard is for students to understand the sequence of events that led to the development of this region. Historic events (dates) are used to show change over time and students should have a general sense of the sequence of these events. There is insufficient time to study the individual events in detail.</i></p>	<p>Who are the people who have shaped the Caribbean Islands?</p> <p>What events have made a significant impact on this region?</p>	<p>Early Settlement</p> <ul style="list-style-type: none"> ▪ Taino (predominant native peoples in this region) ▪ Christopher Columbus explored islands (1492) ▪ Europeans established colonies (1600s-1700s) ▪ African slaves arrived (1500-1800) <p>Historically Significant Events and Places</p> <ul style="list-style-type: none"> ▪ Haiti won independence from France (1804) ▪ Cuba gained independence (1902) ▪ Martinique and Guadeloupe remain under French rule. <p>Cultural Characteristics</p> <ul style="list-style-type: none"> ▪ The majority of the people in the Caribbean Islands are descendents of African slaves. ▪ A minority is of mixed African, Amerindian, and European ancestry. 	<p>Analyze and interpret primary and secondary sources and images.</p> <p>Sequence information to include vertical and horizontal timelines.</p> <p>Interpret charts, diagrams, graphs, and tables.</p> <p>Draw conclusions and make inferences about data.</p>

STANDARD NAG 5.11e Neighboring Countries: The Caribbean Islands

The student will explore the Caribbean Islands by

- e. examining life in the Caribbean Islands today by focusing on significant features and representative landmarks.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Its tropical climate, natural beauty, and clear waters of the Caribbean Sea make the Caribbean Islands an attractive tourist and scientific research destination.</p> <p><i>* Teacher Note: The purpose of this standard is to provide students with places where they could experience important aspects of the region's development and life today. The selected sites represent some of the most visited in this region. Teachers may choose other sites to highlight unifying characteristics of the region.</i></p>	<p>What significant features and representative landmarks could you visit to learn about the importance of the Caribbean Islands today?</p>	<p>*Representative Landmarks and Significant Features</p> <ul style="list-style-type: none"> • St. Croix, Virgin Islands (e.g. recreational area) • El Yunque, Puerto Rico (e.g. rainforest, eco-tourism site) 	<p>Gather and classify information from multiple sources.</p> <p>Analyze charts, maps, tables and graphs.</p> <p>Create a travel brochure for an island.</p>