

Social Studies Pacing Guide

5th Grade



Q1		Unit 1: Connecting Themes
Time		5 days
Days		Aug. 10- 14
Georgia Content Focus Standards	<ul style="list-style-type: none"> Overview of all themes Rituals and Routines 	Green Highlight=50% of GA Milestones
	Unit 2: Effective Citizenship	
	5 days (1 week)	
	August 17 – August 21, 2015	
	SS5CG1 The student will explain how a citizen’s rights are protected under the U.S. Constitution. <ul style="list-style-type: none"> Explain the responsibilities of a citizen. Explain the freedoms granted and rights protected by the Bill of Rights. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process. 	
	SS5E3 The student will describe how consumers and businesses interact in the U.S. economy. <ul style="list-style-type: none"> Describe how competition, markets, and prices influence people’s behavior. Describe how people earn income by selling their labor to businesses. 	
	SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made. <ul style="list-style-type: none"> Explain the amendment process outlined in the Constitution. Describe the purpose for the amendment process. 	
	SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy. Explain the purpose of the 12th and 17th amendments.	
	Unit 3: The Civil War: A Nation Divided	
	14 days (3 weeks)	
	August 24 – September 11, 2015	
	SS5H1 The student will explain the causes, major events, and consequences of the Civil War. <ul style="list-style-type: none"> Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson. Describe the effects of war on the North and South. 	
	SS5G2 The student will explain the reasons for the spatial patterns of economic activities. <ul style="list-style-type: none"> Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900. 	

Quarterly Benchmark Assessment Window October 5-9, 2015

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Unit 4: Reconstruction

15 days (3 weeks)

September 14 – October 2, 2015

SS5H2 The student will analyze the effects of Reconstruction on American life.

- a. Describe the purpose of the 13th, 14th, and 15th Amendments.
- b. Explain the work of the Freedmen's Bureau.
- c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

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Q2		Unit 5: Bigger, Better, Faster: The Changing Nation
Time	15 days (3 weeks)	
Days	October 5 – October 23, 2015	
Georgia Content Focus Standards	SS5H3 The student will describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas , the Great Western Cattle Trail , and the Chisholm Trail . b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal . d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled. e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.	
	SS5G1 The student will locate important places in the United States. a. Locate important physical features; include the Grand Canyon , Salton Sea , Great Salt Lake , and Mojave Desert . b. Locate important man-made places; include the Chisholm Trail ; Pittsburgh, PA ; Gettysburg, PA ; Kitty Hawk, NC ; Pearl Harbor, HI ; Montgomery, AL .	
	SS5G2 The student will explain the reasons for the spatial patterns of economic activities. b. locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.	
	SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. b. Explain how price incentives affect people’s behavior and choices (such as to participate in cattle trails because of increased beef prices). c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century). d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs). e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).	
	SS5E2 The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain goods and services.	
	SS5E3 The student will describe how consumers and businesses interact in the U. S. economy. a. Describe how competition, markets, and prices influence people’s behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.	

Benchmark Assessment Window December 7 - 11, 2015

Benchmark Assessment Window December 7 - 11, 2015

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Unit 6: WWI, Jazz Age, Great Depression

24 days (5 weeks)

October 26 – December 4, 2015

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

- a. Explain how **German attacks on U.S. shipping** during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the **Lusitania** and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the **Treaty of Versailles in 1919**.
- b. Describe the cultural developments and individual contributions in the 1920s of the **Jazz Age (Louis Armstrong)**, the **Harlem Renaissance (Langston Hughes)**, **baseball (Babe Ruth)**, the **automobile (Henry Ford)**, and the **airplane (Charles Lindbergh)**.

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the **Stock Market Crash of 1929**, **Herbert Hoover**, **Franklin Roosevelt**, the **Dust Bowl**, and **soup kitchens**.
- b. Analyze the main features of the **New Deal**; include the significance of the **Civilian Conservation Corps**, the **Works Progress Administration**, and the **Tennessee Valley Authority**.
- c. Discuss important cultural elements of the **1930s**; include **Duke Ellington**, **Margaret Mitchell**, and **Jesse Owens**.

SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.

- a. Explain the purpose of the 12th and 17th amendments.
- b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

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Q3		Unit 7: Hot & Cold: WWII & Its Aftermath
Time		28 days (5.3 weeks)
Days		December 7, 2015 – January 29, 2016
Georgia Content Focus Standards		<p>SS5H6 The student will explain the reasons for America's involvement in World War II.</p> <ul style="list-style-type: none"> a. Describe Germany's aggression in Europe and Japan's aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the U.S. role in the formation of the United Nations. <p>SS5H7 The student will discuss the origins and consequences of the Cold War.</p> <ul style="list-style-type: none"> a. Explain the origin and meaning of the term "Iron Curtain." b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev. <p>SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <ul style="list-style-type: none"> a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII). f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).
		Unit 8: Age of Civil Rights
		19 days (4 weeks)
		February 1 – February 26, 2016
		<p>SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.</p> <ul style="list-style-type: none"> a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. b. Explain the key events and people of the Civil Rights movement; include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration. <p>SS5G1 The student will locate important places in the United States.</p> <ul style="list-style-type: none"> b. Locate important man-made places; include Montgomery, AL. <p>SS5G2 The student will explain the reasons for the spatial patterns of economic activities.</p> <ul style="list-style-type: none"> b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

Quarterly Benchmark Assessment Window March 7-11, 2016

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Unit 9: Understanding News	
5 days (1 week)	
February 29 – March 4, 2016	
<p>SS5H9 The student will trace important developments in America since 1975.</p> <p>a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.</p> <p>b. Explain the impact the development of the personal computer and the Internet has had on American life.</p>	

Benchmark Review		Benchmark Review and Next Grade Preview
Time Frame	March 7 until GMAS EOG Social Studies	Post-testing Window through End of School Year
Instructional Days	Approximately 15-20 days (3-4 weeks)	Approximately 20-25 days (4-5 weeks)
Georgia Content Focus Standards Review	<ul style="list-style-type: none"> Whole group, small group and individual benchmark review based on spiraled formative benchmark exam data 	<ul style="list-style-type: none"> Additional benchmark review for targeted non-proficiency students Current grade enrichment

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Pertinent Assessment Information

Quarterly Benchmark Assessments

Quarter 1 --- 25 questions (22 multiple choice, 1 fill in the blank, and 2 short answer)

Quarter 2 --- 30 questions (25 multiple choice and 5 short answer)

Quarter 3 --- 40 questions (34 multiple choice questions and 6 short answer)

GA Milestones

Question Types

- **75 Selected-response items**

- Four answer choices
 - Incorrect choices, called distractors, usually reflect common errors
 - The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question)

Time

- Two sections
- 70 minutes per section
- Sections 1 and 2 must be scheduled to be administered on the same day in one test session

Georgia Milestones End of Grade Measures: Domain Structures and Content Weights	Domain	Standard	Approximate Weight
Social Studies	History	SS5H1 (a-e), SS5H2 (a-c), SS5H3 (a-e), SS5H4 (a-b), SS5H5 (a-c), SS5H6 (a-f), SS5H7 (a-c), SS5H8 (a-d), SS5H9 (a-b)	50%
	Geography	SS5G1 (a-b), SS5G2 (a-b)	15%

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	Government and Civics	SS5CG1 (a-c), SS5CG2 (a-b), SS5CG3 (a-b)	20%
	Economics	SS5E1 (a-f), SS5E2 (a-d), SS5E3 (a-c), SS5E4	15%

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5
1. use cardinal directions	I	M	A	A	A	A
2. use intermediate directions		I	M	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A
8. draw conclusions and make generalizations based on information from maps				I	M	A
9. use latitude and longitude to determine location				I	D	D
10. use graphic scales to determine distances on a map					I	M
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M
12. compare maps with data sets (charts,						

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5
1. compare similarities and differences	I	D	M	A	A	A
2. organize items chronologically	I	D	D	M	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M
4. distinguish between fact and opinion		I	D	M	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A
6. identify and use primary and secondary sources		I	D	D	M	A
7. interpret timelines		I	D	D	M	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A
9. construct charts and tables			I	M	A	A
10. analyze artifacts			I	D	D	M
11. draw conclusions and make generalizations				I	M	A
12. analyze graphs and diagrams				I	D	M
13. translate dates into centuries, eras, or ages				I	D	M
14. formulate appropriate research questions					I	M
15. determine adequacy and/or relevancy of information					I	M
16. check for consistency of information					I	M