**Semester A:**

| **Unit Name** | Connecting Themes | Integrating Skills | Economics and Business | Citizenship | Turn of the Century | WWI and the 1920s |
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| **Time Frame** | 5 - 10 Days | 5 - 10 Days | 5 - 10 Days | 6 - 12 Days | 14 - 28 Days | 10 - 20 Days\*May continue to 2nd semester |
|  | **Standards** |  | This unit is a review of map and globe skills. 5th graders will demonstrate mastery of all skills (except MG9) prior to entering or leaving 5th Grade.**SS5G1:** Spatial patterns of economics locate man-made places, agriculture and industrial regions | **SS5E1 a:** Basic economic concepts (introduce with real examples- revisit in historic context) SS5E2 Sectors of the US economy**SSEE3:** Consumers and producers | **SS5CG1**:Protection of rights, due process, responsibilities**SSCG2:** Amendment purpose and process**SSCG3:** Voting rights and amendments | **SS5H1 a ,b:** Changes during the 1900s: cattle trails, inventions,**SS5H1 c:** US Expanding role**SS5H1 d:** Immigration**SS5G1**: Locate Chisholm Trail**SS5G2:** Spatial patterns of economics- Pittsburg**SS5E1 b:** Cattle prices- incentives**SS5E1 d:** Panama Canal and trade | **SS5H2 a:** US involvement in WWI**SS5H2 b**: Developments of the 1920s (Culture)**SS5CG1 a:** 19th Amendment**SS5G2:** Growth of Chicago IL, Kitty Hawk NC**SS5E1 c:** Assembly line- specialization productivity |
| **Content Specific Information** | **Map and Globe Skills:**7- Use Maps to explain historicand current events**Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources | **Map and Globe Skills:**1- Compass rose2- Use intermediate directions3- Use a number and grid system4- Compare contrast map features5- Use scale to determine distance6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps9- Use latitude and longitude10- Compare different maps of the same place11- Compare maps with data sets and readings | **Information Processing Skills:**1- Similar/different3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources9- Construct charts and tables11- Draw conclusions make generalizations12 - Analyze graphs and diagrams15- Determine adequacy of information | **Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources11- Draw conclusions make generalizations12 - Analyze graphs and diagrams15- Determine adequacy of information16- Check for consistency17- Interpret political cartoons | **Map and Globe Skills:**7- Maps to explain historic and current events8- Draw conclusion and generalize from maps**Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources13- Translate dates into centuries, era, ages17- Interpret political cartoons | **Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources13- Translate dates into centuries, era, ages15- Determine adequacy of information16- Check for consistency17- Interpret political cartoons |
| **Assessments, Performance Projects, and Activities** | AMP AssessmentTheme Based Writing Task: Pick a Theme- Any Theme | AMP AssessmentTheme Based Writing Task:DBQ: What is the best way to remember historic Events? | AMP AssessmentTheme Based Writing Task:My Role in the Economy | AMP AssessmentTheme Based Writing Task:1. DBQ- Why is it important to understand our due process? | AMP AssessmentTheme Based Writing Task:1. DBQ- Why did some Turn of the Century Immigrants feel their expectations were met, while others did not? | AMP AssessmentTheme Based Writing Task:1. Were the 1920s really “roaring”? |

 **Semester B:**

| **Unit Name** | Great Depression to New Deal | WWII | The Cold War | 1950 - 1975 | 1975 - 2001 | Building a Budget |
| --- | --- | --- | --- | --- | --- | --- |
| **Time Frame** | 8 - 16 Days | 7 - 14 Days | 6 - 12 Days | 7 - 14 Days | 6 - 1 2 Days | 5 - 10 Days |
|  | **Standards** | **SS5H3:** Great Depression and New deal effect on Americans**SS5E1 b:** Price and behavior during Great Depression**SS5E2:** Role of sectors in economy | **SS5G1:** Pearl Harbor**SS5E1 a**: Opportunity Cost- rationing**SS5H4:** America’s involvement in WWII | **SS5H5:** Origins and consequences of the Cold War | S**S5H6:** People, events, developments and technology | **SS5H7:** Political and cultural developments | **SS5E4:** Identify elements of a budget |
| **Content Specific Information** | **Map and Globe Skills:**7- Maps to explain historic and current events8- Draw conclusion and generalize from maps**Information Processing Skills:**1- Similar/different3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources10- Analyze artifacts11- Draw conclusions make generalizations12 - Analyze graphs and diagrams13- Translate dates into centuries, era, ages17- Interpret political cartoons | **Map and Globe Skills:**5- Use scale to determine distance6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps11- Compare maps with data sets and readings**Information Processing Skills:**3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources7- Interpret timelines11- Draw conclusions make generalizations14- Formulate research questions15- Determine adequacy of information16- Check for consistency17- Interpret political cartoon | **Map and Globe Skills:**6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps11- Compare maps with data sets and readings**Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources11- Draw conclusions make generalizations14- Formulate research questions17- Interpret political cartoons | **Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources11- Draw conclusions make generalizations14- Formulate research questions15- Determine adequacy of information16- Check for consistency17- Interpret political cartoons | **Map and Globe Skills:**11- Compare maps with data sets and readings**Information Processing Skills:**3- Issues, problems, solutions6- Primary and secondary sources7- Interpret timelines11- Draw conclusions make generalizations14- Formulate research questions16- Check for consistency17- Interpret political cartoons | **Information Processing Skills:**1- Similar/different3- Issues, problems, solutions6- Primary and secondary sources8- SS Resources9- Construct charts and tables11- Draw conclusions make generalizations12 - Analyze graphs and diagrams14- Formulate research questions15- Determine adequacy of information16- Check for consistency |
| **Assessments, Performance Projects, and Activities** | AMP AssessmentTheme Based Writing Task:DBQ- The Great Depression, what did Americans need to recover? | AMP AssessmentTheme Based Writing Task:DBQ- How did Americans change their lives to support WWII? | AMP AssessmentTheme Based Writing Task:DBQ- What started the Cold War? | AMP AssessmentTheme Based Writing Task:DBQ- How do we celebrate Civil Rights Contributors? | AMP AssessmentTheme Based Writing Task: Mr. Secretary, Tear Down the Wall | AMP AssessmentTheme Based Writing Task: Why is it important to create a budget? |
|  | **Differentiation For Tiered Learners** | Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. |