**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 historic  and current events  **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources | **Map and Globe Skills:**  1- Compass rose  2- Use intermediate directions  3- Use a number and grid system  4- Compare contrast map features  5- Use scale to determine distance  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  9- Use latitude and longitude  10- Compare different maps of the same place  11- Compare maps with data sets and readings | **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  9- Construct charts and tables  11- Draw conclusions make generalizations  12 - Analyze graphs and diagrams  15- Determine adequacy of information | **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  11- Draw conclusions make generalizations  12 - Analyze graphs and diagrams  15- Determine adequacy of information  16- Check for consistency  17- Interpret political cartoons | **Map and Globe Skills:**  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  13- Translate dates into centuries, era, ages  17- Interpret political cartoons | **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  13- Translate dates into centuries, era, ages  15- Determine adequacy of information  16- Check for consistency  17- Interpret political cartoons |
| **Assessments, Performance Projects, and Activities** | AMP Assessment  Theme Based Writing Task:  Pick a Theme- Any Theme | AMP Assessment  Theme Based Writing Task:  DBQ: What is the best way to remember historic Events? | AMP Assessment  Theme Based Writing Task:  My Role in the Economy | AMP Assessment  Theme Based Writing Task:  1. DBQ- Why is it important to understand our due process? | AMP Assessment  Theme Based Writing Task:  1. DBQ- Why did some Turn of the Century Immigrants feel their expectations were met, while others did not? | AMP Assessment  Theme 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 |
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| **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 events  8- Draw conclusion and generalize from maps  **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  10- Analyze artifacts  11- Draw conclusions make generalizations  12 - Analyze graphs and diagrams  13- Translate dates into centuries, era, ages  17- Interpret political cartoons | **Map and Globe Skills:**  5- Use scale to determine distance  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  11- Compare maps with data sets and readings  **Information Processing Skills:**  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  7- Interpret timelines  11- Draw conclusions make generalizations  14- Formulate research questions  15- Determine adequacy of information  16- Check for consistency  17- Interpret political cartoon | **Map and Globe Skills:**  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  11- Compare maps with data sets and readings  **Information Processing Skills:**  1- Similar/different  2- Chronology  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  11- Draw conclusions make generalizations  14- Formulate research questions  17- Interpret political cartoons | **Information Processing Skills:**  1- Similar/different  2- Chronology  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  11- Draw conclusions make generalizations  14- Formulate research questions  15- Determine adequacy of information  16- Check for consistency  17- Interpret political cartoons | **Map and Globe Skills:**  11- Compare maps with data sets and readings  **Information Processing Skills:**  3- Issues, problems, solutions  6- Primary and secondary sources  7- Interpret timelines  11- Draw conclusions make generalizations  14- Formulate research questions  16- Check for consistency  17- Interpret political cartoons | **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  6- Primary and secondary sources  8- SS Resources  9- Construct charts and tables  11- Draw conclusions make generalizations  12 - Analyze graphs and diagrams  14- Formulate research questions  15- Determine adequacy of information  16- Check for consistency |
| **Assessments, Performance Projects, and Activities** | AMP Assessment  Theme Based Writing Task:  DBQ- The Great Depression, what did Americans need to recover? | AMP Assessment  Theme Based Writing Task:  DBQ- How did Americans change their lives to support WWII? | AMP Assessment  Theme Based Writing Task:  DBQ- What started the Cold War? | AMP Assessment  Theme Based Writing Task:  DBQ- How do we celebrate Civil Rights Contributors? | AMP Assessment  Theme Based Writing Task: Mr. Secretary, Tear Down the Wall | AMP Assessment  Theme 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. | | | | | |