

MCS Grade 5 Social Studies Curriculum Pacing Guide

Semester A:

| Unit Name | | Connecting Themes | Integrating Skills | Economics and Business | Citizenship | Turn of the Century | WWI and the 1920s |
|------------|--|---|---|--|--|---|--|
| 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”? |

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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 - 12 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 | SS5H6: 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. | | | | | |