HENRY COUNTY SCHOOLS

Better Together.





5TH GRADE

| SOCIAL STUDIES

HENRY

Teaching & Learning Standards

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Social Studies

5th Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome	***As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.***

GA Standard Code

SS5H1 Describe how life changed in America at the turn of the century.

- SS5H1a 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.
- SS5H1b Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- SS5H1c 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.
- SS5H1d Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

- SS5H2a 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.
- SS5H2b 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 transatlantic flight (Charles Lindbergh).

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

- SS5H3a Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- SS5H3b Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- SS5H3c Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H4 Explain America's involvement in World War II.

SS5H4a Describe German aggression in Europe and Japanese aggression in Asia.

SS5H4b 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.

SS5H4c Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.

SS5H4d Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

SS5H4e Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.

SS5H4f Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

SS5H5 Discuss the origins and consequences of the Cold War.

SS5H5a Explain the origin and meaning of the term "Iron Curtain."

SS5H5b 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.

SS5H5c Identify Joseph McCarthy and Nikita Khrushchev.

SS5H5d Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

SS5H6a Analyze the effects of Jim Crow laws and practices.

SS5H6b Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.

SS5H6c Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.

SS5H6d Discuss the significance of the technologies of television and space exploration.

SS5H7 **Trace important developments in America from 1975 to 2001.**

SS5H7a Describe the collapse of the Soviet Union, including the role of Ronald Reagan.

SS5H7b Describe the events of September 11, 2001, and analyze their impact on American life.

SS5H7c Explain the impact of the personal computer and the Internet on American life.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.***

GA Standard Code

SS5G1 **Locate important places in the United States.**

SS5G1a Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.

SS5G2 **Explain the reasons for the spatial patterns of economic activities.**

SS5G2a Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).

SS5G2c 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 (e.g., Chicago's rapid growth at the turn of the century).

Map and Globe Skills **Use maps to retrieve social studies information.**

Map and Globe Skills Use graphic scales to determine distances on a map.

Map and Globe Skills Use latitude and longitude to determine location

Map and Globe Skills 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

Map and Globe Skills Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.***

GA Standard Code

SS5CG1 **Explain how a citizen's rights are protected under the U.S. Constitution.**

- SS5CG1a Explain the responsibilities of a citizen.
- SS5CG1b Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

SS5CG2 **Explain the process by which amendments to the U.S. Constitution are made.**

- SS5CG2a Explain the amendment process outlined in the Constitution.
- SS5CG2b Describe the purpose for the amendment process.

SS5CG3 **Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.**

- SS5CG3a Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.***

GA Standard Code

SS5E1 **Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.**

- SS5E1a Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).
- SS5E1b Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).
- SS5E1c Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).
- SS5E1d Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

SS5E2 **Describe the functions of four major sectors in the U. S. economy.**

- SS5E2a Describe the household function in providing resources and consuming goods and services.
- SS5E2b Describe the private business function in producing goods and services.

SS5E2c	Describe the bank function in providing checking accounts, savings accounts, and loans.
SS5E2d	Describe the government function in taxation and providing certain public goods and public services.

SS5E3 **Describe how consumers and producers interact in the U. S. economy.**

SS5E3a	Describe how competition, markets, and prices influence consumer behavior.
SS5E3b	Describe how people earn income by selling their labor to businesses.
SS5E3c	Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 **Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

HCS Graduate Learner Outcome	***As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.***
GA Standard Code	
Information Processing Skills	**Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**
Information Processing Skills	Identify issues and/or problems and alternative solutions.
Information Processing Skills	Analyze artifacts.
Information Processing Skills	Analyze graphs and diagrams.
Information Processing Skills	Translate dates into centuries, eras, or ages.
Information Processing Skills	Formulate appropriate research questions.
Information Processing Skills	Determine adequacy and/or relevancy of information.
Information Processing Skills	Check for consistency of information.
Information Processing Skills	Interpret political cartoons.
Information Processing Skills	Identify and use primary and secondary sources.