

New or Updated Indicators of Achievement

Gwinnett County Public Schools Social Studies: Grade 5 – Instructional Calendar 2021-2022

Map and Globe Skills along with Information Processing Skills should be embedded in all units throughout the year. These are key skills to help students begin building their foundational knowledge of social studies.

Map and Globe Skills (Ongoing)

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

Information Processing Skills (Ongoing)

- **5SS.B.13:** compare similarities and differences
- **5SS.B.14:** organize items chronologically
- **5SS.B.15:** identify issues and/or problems and alternative solutions
- **5SS.B.16:** distinguish between fact and opinion
- **5SS.B.17:** identify main idea, detail, sequence of events, and cause and effect in a social studies context
- **5SS.B.18:** identify and use primary and secondary sources
- **5SS.B.19:** interpret timelines
- **5SS.B.20:** identify social studies reference resources to use for a specific purpose
- **5SS.B.21:** construct charts and tables
- **5SS.B.22:** analyze artifacts
- **5SS.B.23:** draw conclusions and make generalizations
- **5SS.B.24:** analyze graphs and diagrams
- **5SS.B.25:** translate dates into centuries, eras, or ages
- **5SS.B.26:** formulate appropriate research questions
- **5SS.B.27:** determine adequacy and/or relevancy of information
- **5SS.B.28:** check for consistency of information
- **5SS.B.29:** interpret political cartoons

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1st 9 Weeks: Units 1 - 2

Unit 1: Personal Finance (3-4 weeks)

- **5SS.1.43: describe the functions of the four major sectors in the U.S. economy**
 - **43.a:** describe the household function in providing resources and consuming goods and services
 - **43.b:** describe the private business function in producing goods and services
 - **43.c:** describe the bank function in providing checking accounts, savings accounts, and loans
 - **43.d:** describe the government function in taxation and providing certain public goods and public services
 - **43.e:** construct charts, tables or diagrams that visualize the relationship between the four major sectors in the U.S. economy
- **5SS.1.44: describe how consumers and producers interact in the U.S. economy**
 - **44.a:** describe how competition, markets, and prices influence consumers' behavior
 - **44.b:** describe how people earn income by selling their labor to businesses
 - **44.c:** describe how entrepreneurs take risks to develop new goods and services to start a business by identifying issues and/or problems and alternative solutions
- **5SS.1.45: identify the elements of a personal budget (i.e., income, expenditures, and saving) and explain why personal spending and saving decisions are important**
 - **45.a:** analyze the parts of a personal budget and how they help make personal economic decisions
 - **45.b:** describe the sources of income and expenses by constructing charts and tables
 - **45.c:** describe differences between fixed and variable expenses
 - **45.d:** distinguish wants versus needs in relationship to expenses by constructing charts and tables
 - **45.e:** compare the similarities and differences of expenses and income
 - **45.f:** evaluate the importance of saving money by analyzing graphs and diagrams
 - **45.g:** evaluate the importance of monitoring personal spending by constructing charts and tables
 - **45.h:** analyze how without a financial plan (personal budget), students may not be able to "make ends meet" or adapt to ever changing economic conditions by identifying issues and/or problems and alternative solutions

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Unit 2: Turn of the Century (4-5 weeks)

- **5SS.C.30: describe how life changed in America at the turn of the century**
 - **30.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
 - **30.b:** describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity) **by identifying and using primary and secondary sources and analyzing artifacts**
 - **30.c:** explain how William McKinley and Theodore Roosevelt expanded America's role in the world **by identifying and using primary and secondary sources (including interpreting political cartoons)**; include the Spanish-American War and the building of the Panama Canal
 - **30.d:** describe the reasons people immigrated to the United States, from where they emigrated, and where they settled
- **5SS.C.31: locate important places related to the turn of the century on a map**
 - **31.a:** locate important man-made places: include the Chisholm Trail, Pittsburgh, PA; Kitty Hawk, NC; and Chicago, IL
- **5SS.C.32: explain the reasons for the spatial patterns of economic activities**
 - **32.a:** 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)
 - **32.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 (e.g., Chicago's rapid growth at the turn of the century)
- **5SS.I.42: use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical event**
 - **42.b:** explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices)
 - **42.d:** describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries)

2nd 9 Weeks: Units 3-5

Unit 3: Due Process and Voting Amendments (2-3 weeks)

- **5SS.C.33: explain how a citizen's rights are protected under the U.S. Constitution**
 - **33.a:** explain the responsibilities of a citizen
 - **33.b:** explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights to due process
- **5SS.C.34: explain the process by which amendments to the U.S. Constitution are made**
 - **34.a:** explain the amendment process outlined in the Constitution **by analyzing graphs or diagrams**
 - **34.b:** describe the purpose for the amendment process
- **5SS.C.35: explain how amendments to the U. S. Constitution have maintained a representative democracy/republic as the form of government for the United States**
 - **35.a:** explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments **by comparing the similarities and differences of each**

Unit 4: World War I (2-3 weeks)

- **5SS.D.36: describe U.S. involvement in World War I and discuss post-World War I America**
 - **36.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 **by identifying and using primary and secondary sources (including political cartoons);** 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

Unit 5: Post World War I (2-3 weeks)

- **5SS.D.36: describe U.S. involvement in World War I and discuss post-World War I America**
 - **36.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 transatlantic flight (Charles Lindbergh) **by analyzing artifacts to draw conclusions and make generalizations**
- **5SS.I.42: use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events**
 - **42.c:** describe how specialization can improve standard of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles) **by identifying issues and/or problems and alternative solutions**

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3rd 9 Weeks: Units 3-5

Unit 6: The Great Depression (4-4 1/2 weeks)

- **5SS.E.37: explain how the Great Depression and New Deal affected the lives of millions of Americans**
 - **37.a:** discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens
 - **37.b:** analyze the main features of the New Deal **by comparing similarities and differences** of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority
 - **37.c:** discuss important cultural elements of the 1930s **by identifying and using primary and secondary sources (including analyzing artifacts);** include Duke Ellington, Margaret Mitchell, and Jesse Owens

Unit 7: World War II (4-4 1/2 weeks)

- **5SS.C.31: locate important places related to the turn of the century on a map**
 - 31.a: locate important man-made places: include Pearl Harbor, HI
- **5SS.F.38: explain America's involvement in World War II**
 - **38.a:** describe German aggression in Europe and Japanese aggression in Asia
 - **38.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
 - **38.c:** discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki **after formulating appropriate research questions by identifying and using primary and secondary sources**
 - **38.d:** identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler
 - **38.e:** describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen
 - **38.f:** explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations
- **5SS.I.42: use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events**
 - **42.a:** describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during World War II)

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4th 9 Weeks: Units 8-9

Unit 8: The Cold War and The Civil Rights Movement (5-6 weeks)

- **5SS.C.31: locate important places related to the turn of the century on a map**
 - **31.a:** locate important man-made places: include Montgomery, AL
- **5SS.G.39: discuss the origins and consequences of the Cold War**
 - **39.a:** explain the origin and meaning of the term "Iron Curtain" **including interpreting political cartoons**
 - **39.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 **using primary and secondary sources**
 - **39.c:** identify Joseph McCarthy and Nikita Khrushchev
 - **39.d:** discuss the importance of the Cuban Missile Crisis and the Vietnam War **by using primary and secondary sources**
- **5SS.G.40: describe the importance of key people, events, and developments between 1950 and 1975**
 - **40.a:** analyze the effects of Jim Crow laws and practices
 - **40.b:** 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
 - **40.c:** describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr
 - **40.d:** discuss the significance of the technologies of television and space exploration

Unit 9: America Since 1975 (2-3 weeks)

- **5SS.H.41: trace important developments in America from 1975 to 2001**
 - **41.a:** describe the collapse of the Soviet Union, including the role of Ronald Reagan **using primary and secondary sources**
 - **41.b:** describe the events of September 11, 2001, and analyze their impact on American life **by analyzing artifacts (including primary and secondary sources)**
 - **41.c:** explain the impact of the personal computer and the Internet on American life