

State: GA

Subject: Social Studies (GSE)

Grade Level: 5

Standard	Study Island Topic
<u>Historical Understandings</u>	
SS5H1 Describe how life changed in America at the turn of the century.	
<p>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.</p>	<ul style="list-style-type: none"> • America at the Turn of the Century
<p>SS5H1b Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).</p>	<ul style="list-style-type: none"> • America at the Turn of the Century
<p>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.</p>	<ul style="list-style-type: none"> • America at the Turn of the Century
<p>SS5H1d Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.</p>	<ul style="list-style-type: none"> • America at the Turn of the Century
SS5H2 Describe U.S. involvement in World War I and post-World War I America.	
<p>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.</p>	<ul style="list-style-type: none"> • World War I, the Jazz Age, and the Great Depression

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).

- **World War I, the Jazz Age, and the Great Depression**

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.

- **World War I, the Jazz Age, and the Great Depression**

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.

- **World War I, the Jazz Age, and the Great Depression**

SS5H3c Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

- **World War I, the Jazz Age, and the Great Depression**

SS5H4 Explain America's involvement in World War II.

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

- **America in World War II**

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.

- **America in World War II**

SS5H4c Discuss President Truman's

decision to drop the atomic bombs on Hiroshima and Nagasaki.	<ul style="list-style-type: none"> • America in World War II
SS5H4d Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.	<ul style="list-style-type: none"> • America in World War II
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.	<ul style="list-style-type: none"> • America in World War II
SS5H4f Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.	<ul style="list-style-type: none"> • America in World War II
SS5H5 Discuss the origins and consequences of the Cold War.	
SS5H5a Explain the origin and meaning of the term “Iron Curtain.”	<ul style="list-style-type: none"> • Cold War
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.	<ul style="list-style-type: none"> • Cold War
SS5H5c Identify Joseph McCarthy and Nikita Khrushchev.	<ul style="list-style-type: none"> • Cold War
SS5H5d Discuss the importance of the Cuban Missile Crisis and the Vietnam War.	<ul style="list-style-type: none"> • Cold War
SS5H6 Describe the importance of key people, events, and developments between 1950-1975.	
SS5H6a Analyze the effects of Jim Crow laws and practices.	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
SS5H6b Explain the key events and people of the Civil Rights movement: <i>Brown v. Board of Education</i> (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall,	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001

<p>Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p>	
<p>SS5H6c Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</p>	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
<p>SS5H6d Discuss the significance of the technologies of television and space exploration.</p>	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
<p>SS5H7 Trace important developments in America from 1975 to 2001.</p>	
<p>SS5H7a Describe the collapse of the Soviet Union, including the role of Ronald Reagan.</p>	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
<p>SS5H7b Describe the events of September 11, 2001, and analyze their impact on American life.</p>	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
<p>SS5H7c Explain the impact of the personal computer and the Internet on American life.</p>	<ul style="list-style-type: none"> • People, Events, and Developments 1950-2001
<p><u>Geographic Understandings</u></p>	
<p>SS5G1 Locate important places in the United States.</p>	
<p>SS5G1a Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.</p>	<ul style="list-style-type: none"> • Geographic Understandings
<p>SS5G2 Explain the reasons for the spatial patterns of economic activities.</p>	
<p>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.,</p>	<ul style="list-style-type: none"> • Geographic Understandings

Pittsburgh's rapid growth in the late nineteenth century).

SS5G2b 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).

- **Geographic Understandings**

Government/Civic Understandings

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

SS5CG1a Explain the responsibilities of a citizen.

- **Government/Civic Understandings**

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

- **Government/Civic Understandings**

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

SS5CG2a Explain the amendment process outlined in the Constitution.

- **Government/Civic Understandings**

SS5CG2b Describe the purpose for the amendment process.

- **Government/Civic Understandings**

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.

- **Government/Civic Understandings**

Economic Understandings

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

<p>SS5E1a Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E1b Explain how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>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).</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E1d Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p>	
<p>SS5E2a Describe the household function in providing resources and consuming goods and services.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E2b Describe the private business function in producing goods and services.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E2c Describe the bank function in providing checking accounts, savings accounts, and loans.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E2d Describe the government function in taxation and providing certain public goods and public services.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p>	

<p>SS5E3a Describe how competition, markets, and prices influence consumer behavior.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E3b Describe how people earn income by selling their labor to businesses.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E3c Describe how entrepreneurs take risks to develop new goods and services to start a business.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>	
<p>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>	<ul style="list-style-type: none"> • Economic Roles and Actions
<p><u>Map and Globe Skills</u></p>	
<p>GOAL: The student will use maps to retrieve social studies information. I: indicates when a skill is introduced in the standards and elements as part of the content D: indicates grade levels where the teacher must develop that skill using the appropriate content M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations A: indicates grade levels where students will continue to apply and improve mastered skills</p>	
<p>SSMG1 use a compass rose to identify cardinal directions</p>	<ul style="list-style-type: none"> • Map and Globe Skills
<p>SSMG2 use intermediate directions</p>	<ul style="list-style-type: none"> • Map and Globe Skills
<p>SSMG3 use a letter/number grid system to determine location</p>	<ul style="list-style-type: none"> • Map and Globe Skills
<p>SSMG4 compare and contrast the categories of natural, cultural, and political features found on maps</p>	<ul style="list-style-type: none"> • N.A
<p>SSMG5 use graphic scales to determine distances on a map</p>	<ul style="list-style-type: none"> • Map and Globe Skills

SSMG6 use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG7 use a map to explain impact of geography on historical and current events	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG8 draw conclusions and make generalizations based on information from maps	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG9 use latitude and longitude to determine location	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG10 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	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG11 compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations	<ul style="list-style-type: none"> • Map and Globe Skills
SSMG12 use geographic technology and software to determine changes, identify trends, and generalize about human activities	<ul style="list-style-type: none"> • N.A

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

SSIP1 compare similarities and differences	<ul style="list-style-type: none"> • Embedded
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SSIP2 organize items chronologically

• **Information Processing Skills**

SSIP3 identify issues and/or problems and alternative solutions	• Embedded
SSIP4 distinguish between fact and opinion	• Information Processing Skills
SSIP5 identify main idea, detail, sequence of events, and cause and effect in a social studies context	• Information Processing Skills
SSIP6 identify and use primary and secondary sources	• Information Processing Skills
SSIP7 interpret timelines	• Embedded
SSIP8 identify social studies reference resources to use for a specific purpose	• Information Processing Skills
SSIP9 construct charts and tables	• N.A
SSIP10 analyze artifacts	• Embedded
SSIP11 draw conclusions and make generalizations	• Embedded
SSIP12 analyze graphs and diagrams	• Information Processing Skills
SSIP13 translate dates into centuries, eras, or ages	• Information Processing Skills
SSIP14 formulate appropriate research questions	• N.A
SSIP15 determine adequacy and/or relevancy of information	• Information Processing Skills
SSIP16 check for consistency of information	• Information Processing Skills
SSIP17 interpret political cartoons	• Embedded

