

1st 9 weeks: Units 1 & 2

Unit 1: Personal Finance (4 weeks)

4 Major Sectors

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

Consumers and Producers

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

Common Formative Assessment AKS 43 & 44
Reteach, Relearn, Extend, Reassess

Personal Budget

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

Common Formative Assessment AKS 45
Reteach, Relearn, Extend, Reassess

Unit 2: Turn of the Century (5 weeks)

Cattle Trails, Cowboys, & Price Incentives

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

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;

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)

The Growth of Chicago and Pittsburgh

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; 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)

Immigration at the Turn of the Century

5SS.C.30: describe how life changed in America at the turn of the century

- **30.d:** describe the reasons people immigrated to the United States, from where they emigrated, and where they settled

Common Formative Assessment AKS 30a, 31a, 42b, 32a, 32b, 30d
Reteach, Relearn, Extend, Reassess

Inventions

5SS.C.30: describe how life changed in America at the turn of the century

- **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

5SS.C.31: locate important places related to the turn of the century on a map

- **31.a:** locate important man-made places: include Kitty Hawk, NC

U.S. Global Expansion

5SS.C.30: describe how life changed in America at the turn of the century

- **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

5SS.I.42: use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical event

- **42.d:** describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries)

Common Formative Assessment AKS 30b, 31a, 30c, 42d
Reteach, Relearn, Extend, Reassess

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

The Amendment Process
5SS.C.34: explain the process by which amendments to the U.S. Constitution are made <ul style="list-style-type: none">• 34.a: explain the amendment process outlined in the Constitution by analyzing graphs or diagrams• 34.b: describe the purpose for the amendment process
The Voting Amendments
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 <ul style="list-style-type: none">• 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
Citizens Rights & Responsibilities
5SS.C.33: explain how a citizen's rights are protected under the U.S. Constitution <ul style="list-style-type: none">• 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
Common Formative Assessment AKS 33, 34, & 35 Reteach, Relearn, Extend, Reassess

Unit 4: World War I (3 weeks)

World War I
5SS.D.36: describe U.S. involvement in World War I and discuss post-World War I America <ul style="list-style-type: none">• 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
Common Formative Assessment AKS 36a Reteach, Review, Extend

Unit 5: Post World War I (3 weeks)

Post WWI Cultural Contributions

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

Common Formative Assessment AKS 36b & 42c
Reteach, Relearn, Extend, Reassess

Unit 6: Great Depression (4 weeks)

The Great Depression & New Deal

SS.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

Cultural Elements of the 1930s

SS.E.37: explain how the Great Depression and New Deal affected the lives of millions of Americans

- **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

Common Formative Assessment AKS 37
Reteach, Relearn, Extend, Reassess

Unit 7: World War II (5 weeks)

World War II

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)

Common Formative Assessment AKS 31a,38,42a
Reteach, Relearn, Extend, Reassess

Unit 8a: The Cold War (3 weeks)

<p>The Cold War</p>
<p>5SS.G.39: discuss the origins and consequences of the Cold War</p> <ul style="list-style-type: none"> • 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 • 40.d: discuss the significance of the technologies of television and space exploration
<p>Common Formative Assessment AKS 39 Reteach, Relearn, Extend, Reassess</p>

Unit 8b: The Civil Rights Unit (3 weeks)

<p>The Civil Rights Movement</p>
<p>5SS.G.40: describe the importance of key people, events, and developments between 1950 and 1975</p> <ul style="list-style-type: none"> • 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.d: discuss the significance of the technologies of television • 40.e: locate important man-made places: include Montgomery, AL
<p>Three Assassinations</p>
<p>5SS.G.40: describe the importance of key people, events, and developments between 1950 and 1975</p> <ul style="list-style-type: none"> • 40.c: describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
<p>Common Formative Assessment AKS 31a, 40 Reteach, Relearn, Extend, Reassess</p>

Unit 9: America Since 1975 (3 weeks)

The Fall of the Soviet Union

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

September 11th and The War on Terror

5SS.H.41: trace important developments in America from 1975 to 2001

- **41.b:** describe the events of September 11, 2001, and analyze their impact on American life by analyzing artifacts (including primary and secondary sources)

Personal Computers & The Internet

5SS.H.41: trace important developments in America from 1975 to 2001

- **41.c:** explain the impact of the personal computer and the Internet on American life

Common Formative Assessment AKS 41
Reteach, Relearn, Extend, Reassess

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

