

# Colquitt County 5th grade Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

## Themes for 5th grade:

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Technology Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

## Insert benchmark and testing Timeline

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
<h1>5</h1>	<b>Themes: Citizenship, Business &amp; Government Unit 1</b> This unit is designed to introduce students to the eight themes that will feature prominently in Fifth Grade Social Studies. Activities will focus on relating beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations to students. By the end of the unit, students should demonstrate that they are comfortable with the enduring understandings and		<b>Themes: Bigger, Better, Faster: The Changing Nation &amp; War and Prosperity: World War I and the 1920's Unit 1</b> In this unit, students will understand the impact of movement and migration on the expanding United States. By understanding the role of conflict and change, students will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of technological innovations created during this time.		<b>Themes: The Great Depression and The New Deal &amp; Another World War</b> This unit will focus on how location combined with the movement and migration of people to urban centers in the North played a large role in defining very different systems of production, distribution, and consumption of goods and services resulting in very different beliefs and ideals. We will also explore how these differences, along with technology innovations		<b>Themes: War Turns Cold, Civil Rights Address Civil Wrongs, United States from 1975 to the Digital Age, Building a Budget</b> In this unit, students will specifically look at how the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives			

	<p>can apply them to practical, everyday situations.</p> <p><b>Unit 2</b> The unit will focus on how the beliefs and ideals of the individuals, groups, and institutions that made up our newly formed nation, in regards to the distribution of power within a society, led to conflict and change during the framing of the Constitution.</p> <p><b>Key Concepts:</b> <b>Unit 1</b> Beliefs &amp; Ideals Conflict &amp; Change Individuals, Groups &amp; Institutions Location Movement/Migration Production, Distribution &amp; Consumption Technological Innovation <b>Unit 2</b> Citizen’s Rights &amp; Responsibilities The Amendment Process The Sectors of the Economy Consumers and Producers in the Economy</p>	<p>Students will then finally use the theme of location to identify important physical and man-made features of the United States.</p> <p><b>Unit 4</b> In this unit, students will understand the involvement of the United States in World War I and the cultural developments of the early 20th century. Students will explore the connecting themes of beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time.</p> <p><b>Key Concepts:</b> <b>Unit 3</b> Cowboys &amp; Cattle Trails The US Becomes a World Power Flight, Phones, Electricity, and Science Advances Immigration The Panama Canal Economics and Price Industrialization <b>Unit 4</b> World War I The Jazz Age The Harlem Renaissance Baseball, Flight, and the Automobile</p>	<p>such as steel production and the railroad further deepened the divide between North and South culminating in the conflict and change that was the Civil War and Reconstruction.</p> <p><b>Key Concepts:</b></p> <p>Causes of the Civil War</p> <p>Major Events the Civil War</p> <p>Effects of the Civil War</p> <p>Social and Political Effects of Reconstruction</p> <p>Economic specialization in historical context</p>	<p>have a far-reaching impact on all of our connecting themes, and have influenced history throughout the early years of our nation. Students will also apply the basic financial understandings of saving, budgeting, and spending to their own beliefs and ideals.</p> <p><b>Key concepts:</b></p> <p>Opportunity cost, price incentives, specialization, voluntary exchange, trade, technology’s impact on business productivity in historical contexts Personal budgets and decision making</p>
Standards	<p>SS5CG1, SS5CG2, SS5E2, SS5E3 <b>SS5CG1 Explain</b> how a citizen’s rights are protected under the U.S. Constitution. <b>a. Explain</b> the responsibilities of a citizen. <b>b. Explain</b> the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process. <b>SS5CG2 Explain</b> the process by which amendments to the U.S. Constitution are made. <b>a. Explain</b> the amendment process outlined in the Constitution. <b>b. Describe</b> the purpose for the amendment process.</p>	<p>SS5H1, SS5E1b and d, SS5E2b, SS5G1, SS5G2 SS5H2, SS5CG3a, SS5E1c, SS5G1 <b>SS5H1 Describe</b> how life changed in America at the turn of the century. <b>a. Describe</b> 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. <b>b. Describe</b> the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and</p>	<p>SS5H3, SS5E2 SS5H4, SS5G1, SS5E1a <b>SS5H3 Explain</b> how the Great Depression and New Deal affected the lives of millions of Americans. <b>a. Discuss</b> the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. <b>b. Analyze</b> the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority. <b>c. Discuss</b> important cultural elements of the 1930s; include Duke</p>	<p>SS5H5, SS5CG3 SS5H6, SS5G1, SS5H7, SS5E4 <b>SS5H5 Discuss</b> the origins and consequences of the Cold War. <b>a. Explain</b> the origin and meaning of the term “Iron Curtain.” <b>b. Explain</b> how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. <b>c. Identify</b> Joseph McCarthy and Nikita Khrushchev.</p>

	<p><b>SS5E2 Describe</b> the functions of four major sectors in the U. S. economy.</p> <p><b>a. Describe</b> the household function in providing resources and consuming goods and services.</p> <p><b>b. Describe</b> the private business function in producing goods and services.</p> <p><b>c. Describe</b> the bank function in providing checking accounts, savings accounts, and loans.</p> <p><b>d. Describe</b> the government function in taxation and providing certain public goods and public services.</p> <p><b>SS5E3 Describe</b> how consumers and producers interact in the U. S. economy.</p> <p><b>a. Describe</b> how competition, markets, and prices influence consumer behavior.</p> <p><b>b. Describe</b> how people earn income by selling their labor to businesses.</p> <p><b>c. Describe</b> how entrepreneurs take risks to develop new goods and services to start a business.</p>	<p>Thomas Edison (electricity).</p> <p><b>c. Explain</b> 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> <p><b>d. Describe</b> the reasons people immigrated to the United States, from where they emigrated, and where they settled.</p> <p><b>SS5E1 Use</b> the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical <b>events</b>.</p> <p><b>b. Explain</b> how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).</p> <p><b>d. Describe</b> how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).</p> <p><b>SS5E2 Describe</b> the functions of four major sectors in the U. S. economy.</p> <p><b>b. Describe</b> the private business function in producing goods and services.</p> <p><b>SS5G1 Locate</b> important places in the United States.</p> <p><b>a. Locate</b> important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.</p> <p><b>SS5G2 Explain</b> the reasons for the spatial patterns of economic activities.</p> <p><b>a. Locate</b> 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</p>	<p>Ellington, Margaret Mitchell, and Jesse Owens</p> <p><b>SS5E2 Describe</b> the functions of four major sectors in the U. S. economy.</p> <p><b>a. Describe</b> the household function in providing resources and consuming goods and services.</p> <p><b>b. Describe</b> the private business function in producing goods and services.</p> <p><b>c. Describe</b> the bank function in providing checking accounts, savings accounts, and loans.</p> <p><b>d. Describe</b> the government function in taxation and providing certain public goods and public services.</p> <p><b>SS5H4 Explain</b> America’s involvement in World War II.</p> <p><b>a. Describe</b> German aggression in Europe and Japanese aggression in Asia.</p> <p><b>b. Describe</b> 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.</p> <p><b>c. Discuss</b> President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.</p> <p><b>d. Identify</b> Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p> <p><b>e. Describe</b> the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.</p> <p><b>f. Explain</b> the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations</p> <p><b>SS5G1 Locate</b> important places in the United States.</p> <p><b>a. Locate</b> important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.</p> <p><b>SS5E1 Use</b> the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p>	<p><b>d. Discuss</b> the importance of the Cuban Missile Crisis and the Vietnam War. <b>SS5H6 Describe</b> the importance of key people, events, and developments between 1950- 1975.</p> <p><b>a. Analyze</b> the effects of Jim Crow laws and practices.</p> <p><b>b. Explain</b> 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.</p> <p><b>c. Describe</b> the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</p> <p><b>d. Discuss</b> the significance of the technologies of television and space exploration</p> <p><b>SS5H7 Trace</b> important developments in America from 1975 to 2001.</p> <p><b>a. Describe</b> the collapse of the Soviet Union, including the role of Ronald Reagan.</p> <p><b>b. Describe</b> the events of September 11, 2001, and analyze their impact on American life.</p> <p><b>c. Explain</b> the impact of the personal computer and the Internet on American life</p> <p><b>SS5CG3 Explain</b> how amendments to the U. S. Constitution have maintained a representative</p>
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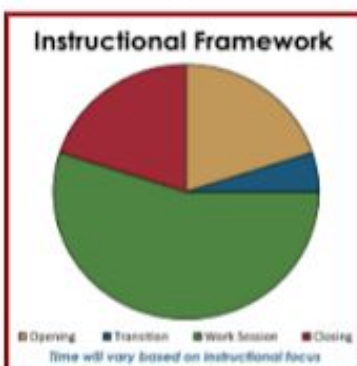
		<p>reduced the price of automobiles).</p> <p><b>SS5CG1 Explain</b> how a citizen’s rights are protected under the U.S. Constitution.</p> <p><b>a. Explain</b> the responsibilities of a citizen.</p> <p><b>b. Explain</b> the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.</p>		
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href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Grade-Teacher-Notes.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Grade-Teacher-Notes.pdf</a></p> <p><b>STATE Units and Source Sets</b></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-7-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-7-Sample-Unit.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-7-Source-Set.ppt">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-7-Source-Set.ppt</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Sample-Unit.pdf</a></p>

	<p><a href="#">Grade_5_Milestones_EOG_S_Studies_GSE.pdf</a></p> <p><b>List of related books:</b>  <a href="http://gcss.net/uploads/files/gr5socstkidsbooks.pdf">http://gcss.net/uploads/files/gr5socstkidsbooks.pdf</a></p> <p><b>SLDS-TRL</b></p> <p>Gallopade: Unit 1 and 2 (sign on with Clever)  State: Units 1-2</p>	<p><b>(login information coming)</b></p> <p><a href="https://www.gpb.org/education/learn">https://www.gpb.org/education/learn</a></p> <p><b>Achievement Level Descriptors:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf</a></p> <p><b>List of related books</b>  <a href="http://gcss.net/uploads/files/gr5socstkidsbooks.pdf">http://gcss.net/uploads/files/gr5socstkidsbooks.pdf</a></p> <p><b>SLDS-TRL</b></p> <p>Gallopade: Unit 3,4 and 5  State Unit 3 and 4</p>	<p><b>Achievement Level Descriptors:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf</a></p> <p><b>List of related books</b>  <a href="http://gcss.net/uploads/files/gr5socstkidsbooks.pdf">http://gcss.net/uploads/files/gr5socstkidsbooks.pdf</a></p> <p><b>SLDS-TRL</b></p> <p>Gallopade: Units 6,7, 8  State Unit 5 and 6</p>	<p><a href="https://www.gadoe.org/Standards/Documents/Social-Studies-5th-Unit-8-Source-Set.pdf">standards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-8-Source-Set.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-9-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-9-Sample-Unit.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-9-Source-Set.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-9-Source-Set.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-10-Sample-Unit.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-10-Sample-Unit.pdf</a></p> <p><a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a> (login information coming)</p> <p><a href="https://www.gpb.org/education/learn">https://www.gpb.org/education/learn</a></p> <p><b>Achievement Level Descriptors:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_S_Studies_GSE.pdf</a></p> <p><b>List of related books</b>  <a href="http://gcss.net/uploads/files/gr5socstkidsbooks.pdf">http://gcss.net/uploads/files/gr5socstkidsbooks.pdf</a></p> <p><b>SLDS-TRL</b></p> <p>Gallopade:Unit 9 and 10  State Unit 7-10</p>
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The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans

as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.

## SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK



### OPENING

#### Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

#### Student:

- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

### PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

#### Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

#### Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

#### Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

### TRANSITION TO WORK SESSION

#### Teacher:

- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session

#### Student:

- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

### WORK SESSION

#### Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

#### Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

### CLOSING

#### Teacher:

- Facilitates student-led summary sessions
- Formatively Assesses student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

#### Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria