



Social Studies (SOCS) 5A Syllabus

Course Name

SOCS 5A

Social Studies, Grade 5 – Semester A

Course Information

SOCS 5A is the first semester of this two-semester course.

In this first semester of Social Studies, the student will learn about the history and geography of the United States starting in 1565. The historical content will include the colonial period, the American Revolution, the establishment of the U.S. Constitution, and the American Identity. The students will also learn about the regions of the United States and learn how the people who lived in those regions shaped the land. Students will utilize and create timelines, cause and effect relationships, and analyze primary sources throughout the course.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [TTU K-12](#).

Course Objectives

After completing this course, you should be able to:

1. describe regions of the United States;
2. locate on a map important political features;
3. create a map of important physical features;
4. identify and describe the patterns of settlement;
5. explain the geographic factors that influence patterns of settlement;

6. explain the economic patterns of early European colonies;
7. identify major industries of colonial America;
8. identify examples of representative government in the American colonies;
9. explain the purposes, key elements, and the importance of the Declarations of Independence;
10. explain the purposes of the U.S. Constitution;
11. identify and explain the basic functions of the three branches of government;
12. identify the reasons for and describe the system of checks and balances;
13. distinguish between nation and state governments;
14. identify significant examples of art, music, and literature from various periods in U.S. History;
15. differentiate between, locate, and use valid primary and secondary sources;
16. analyze information by applying absolute and relative chronology;
17. organize and interpret information;
18. identify different points of view about issues;
19. apply mapping elements to create and interpret maps;
20. interpret geographic data;
21. use social studies terminology correctly;
22. incorporate main and supporting ideas in verbal and written communication;
23. express ideas orally; and
24. create written and visual material.

SOCS 5 addresses the required Texas Essential Knowledge and Skills (TEKS). These are located at the [Texas Education Agency](http://www.tea.state.tx.us) website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *U.S. History, Grade 5: Texas United States History 1565 to Modern Times*, Texas Edition, Student Learning Center, 1-year subscription (2016). McGraw-Hill. ISBN 9780021310760.

This book is available only in a one-volume edition. It is used for SOCS 5A and 5B.

The digital textbook must be purchased through the TTU K-12 partner bookstore; MBS (see the [TTU K-12](http://www.ttu.edu/k12) website for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

The **print** textbook is optional:

- *U.S. History, Grade 5: Texas United States History 1565 to Modern Times*, Texas Edition, Student Education (2016). ISBN 0021304602.

Materials

No additional materials are required.

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

Course Organization

The organization of this course is into seven lessons found on the course menu bar under the section “Lessons.” Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Assignments
- End of lesson tests

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

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Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Lesson	Topic	Approximate Time for Completion
Lesson 1	Exploring Social Studies	Two weeks
Lesson 2	Native Peoples of the Americans	Two weeks
Lesson 3	The Age of Exploration	Two weeks
Lesson 4	Colonial America	Two weeks
Lesson 5	The American Revolution	Two weeks
Lesson 6	Founding the Nation	Three weeks
Lesson 7	Westward Expansion	Three weeks
Lesson 8	Review	One week
Final Exam		

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Lesson	Weeks	Assignments
1	1-2	Checkpoint 1 (Non-graded) Lesson 1.1a: Tools of the Historian Vocabulary Journal 1.1b: Primary & Secondary Sources 1.1c: Timeline Creation Lesson 1.2a: Understanding Geography Vocabulary Journal 1.2b: United States Map Activity Lesson 1.3a: Understanding Economics Vocabulary Journal 1.3b: Imported and Exported Writing 1.3c: Economic Regions in the United States Lesson 1.4a: Understanding Government and Citizenship Vocabulary Journal 1.4b: Rights and Responsibilities Assignment Lesson 1.5a: Social Studies Skills Vocabulary Journal 1.5b: Skills and Details of Social Studies 1.5c: Cause and Effect

Lesson	Weeks	Assignments
		1.5d: Compare and Contrast Venn Diagram *Lesson 1 Test
2	3-4	Lesson 2.1a: Ancient Cultures Vocabulary Journal 2.1b: Cause and Effect of Farming and Civilization 2.1c: Compare and Contrast Civilization Lesson 2.2a: Native Americans of the Southwest Vocabulary Journal 2.2b: Compare and Contrast Pueblo and Navajo 2.2c: "Four Corners" Writing Response 2.2d: Pueblo and Navajo Quick Write Lesson 2.3a: Native Americans of the Pacific Northwest Vocabulary Journal 2.3b: Pacific Northwest Map and Questions 2.3c: Totem Pole Lesson 2.4a: Native Americans of the Great Plains Vocabulary Journal 2.4b: Horses and Bison Chart 2.4c: Importance of Bison Quick Write Lesson 2.5a: Native Americans of the Eastern Woodlands 2.5b: Legend of the Three Sisters Quick Write *Lesson 2 Test
3	5-6	Checkpoint 2 (Non-graded) Lesson 3.1a: A Changing World Vocabulary Journal 3.1b: European Exploration Cause and Effect Lesson 3.2a: Spanish Exploration and Conquest Vocabulary Journal 3.2b: Columbian Exchange Map 3.2c: Advantages and Disadvantages Writing Prompt Lesson 3.3a: French and Dutch Exploration Vocabulary Journal 3.3b: Chapter 3 Foldable 3.3c: Write About It *Lesson 3 Test
4	7-8	Lesson 4.1a: Early English Settlement Vocabulary Journal 4.1b: Life in Roanoke Lesson 4.2a: New England Colonies Vocabulary Journal 4.2b: New England Bios 4.2c: New England Colonies Map Skills Lesson 4.3a: Middle Colonies Vocabulary Journal 4.3b: William Penn's Life 4.3c: William Penn's Biography

Lesson	Weeks	Assignments
		Lesson 4.4a: Southern Colonies Vocabulary Journal 4.4b: Southern Colonies Graphic Organizer 4.4c: Southern Colonies Geography Quick Write Lesson 4.5a: Life in the Colonies Vocabulary Journal 4.5b: Life in the Colonies Graphic Organizer 4.5c: Life in the Colonies Quick Write Lesson 4.6a: Slavery and the Triangular Trade Vocabulary Journal 4.6b: Triangular Trade Chart 4.6c: Slavery and the Triangular Trade Questions *Lesson 4 Test
5	9-10	Lesson 5.1a: Road to Revolution Vocabulary Journal 5.1b: Road to Revolution Timeline 5.1c: French and Indian War Quick Write Lesson 5.2a: Revolution Begins Vocabulary Journal 5.2b: Revolution Timeline 5.2c: Revolution Begins Questions Lesson 5.3a: Fight the War Vocabulary Journal 5.3b: War Graphic Organizer 5.3c: Fighting the War Quick Write Lesson 5.4a: A Nation is Born Vocabulary Journal 5.4b: Turning Point Quick Write *Lesson 5 Test
6	11-13	Lesson 6.1a: Creating a New Government Vocabulary Journal 6.1b: Shay's Rebellion Newspaper Article Lesson 6.2a: United States Constitution Vocabulary Journal Lesson 6.3a: Bill of Rights Vocabulary Journal 6.3b: George Mason Activity 6.3c: Bill of Rights Question 6.3d: Bill of Rights Project *Lesson 6 Test
7	14-16	Checkpoint 3 (Non-graded) Lesson 7.1a: Expanding the Nation Vocabulary Journal 7.1b: Exploring Expansion Discussion 7.1c: Louisiana Purchase 7.1d: Lewis and Clark Activity Lesson 7.2a: War of 1812 Vocabulary Journal 7.2c: War of 1812 Primary and Secondary Source Activity Lesson 7.3a: Industrial Revolution Vocabulary Journal 7.3c: Industrial Revolution Invention Project

Lesson	Weeks	Assignments
		Lesson 7.4a: Age of Andrew Jackson Vocabulary Journal 7.4b: Trail of Tears Map 7.4c: Manifest Destiny Come to Life Lesson 7.5a: Texas and the War with Mexico Vocabulary Journal 7.5b: California Gold Rush writing assignment *Lesson 7 Test
Final Exam	17	

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Lessons 1-7), including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives.

For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- **Summative Assessments (20% of Course Grade)**
 - Lesson 1 Test

- Lesson 2 Test
- Lesson 3 Test
- Lesson 4 Test
- Lesson 5 Test
- Lesson 6 Test
- Lesson 7 Test
- Summative Final Exam **(30% of Course Grade)**

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

TTU and Course Policies

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit [TTU K-12 Support](#).

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.