

Introduction

Curriculum Overview

Congratulations on choosing an outstanding fifth-grade curriculum! This curriculum will lead you and your student through an exciting study of the history of the United States. These lessons will engage the student in creating timelines, maps, and dwelling models; reading novels; designing posters; and investigating cause-and-effect of events in the history of the United States. The student will learn about the people that made this country a great nation. One of the true advantages in selecting Texas Tech University K-12 is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teachers' classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. For each Unit Test, the student will download and complete PDF test pages, then scan or take a digital photograph of the completed pages showing his or her work. Completed Unit Projects must also be scanned or photographed. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

5th Grade Social Studies

In the first semester of Social Studies, the student will learn about the continent of North America; the geography, the land and regions, the bodies of water, the climate and vegetation, and how people use the land. After studying the ancient Indians, the student will learn about the early explorers and settlers who came to America from Europe. Thirdly, the student will study how these settlers earned the right to form their own government and how this country became the United States of America.

Course Objectives

The curriculum meets all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives. At the end of this course, the student should be able to do the following:

- **History:**
 - ◇ explain when, where, and why groups of people colonized and settled in the United States;

- ◇ describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams;
 - ◇ identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;
 - ◇ analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party;
 - ◇ summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions;
 - ◇ identify reasons people moved west;
 - ◇ identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups;
- **Geography:**
 - ◇ apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;
 - ◇ translate geographic data into a variety of formats such as raw data to graphs and maps;
 - ◇ describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;
 - ◇ describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics;
 - ◇ locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states;
 - ◇ identify and describe the types of settlement and patterns of land use in the United States;
 - ◇ describe clusters of settlement in the United States and explain their distribution;
 - ◇ analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present;
 - ◇ explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present;
 - ◇ describe ways people have adapted to and modified their environment in the United States, past and present;
 - ◇ identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs;
 - ◇ analyze the consequences of human modification of the environment in the United States, past and present;

- **Economics:**

- ◇ explain the economic patterns of various early Native-American groups in the United States;
- ◇ explain the economic patterns of early European colonists;
- ◇ identify the economic motivations for European exploration and settlement in the United States;
- ◇ identify major industries of colonial America;
- ◇ describe the development of the free enterprise system in colonial America and the United States;
- ◇ give examples of the benefits of the free enterprise system in the United States;
- ◇ evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States;
- ◇ analyze how people in different parts of the United States earn a living, past and present;
- ◇ identify and explain how geographic factors have influenced the location of economic activities in the United States;
- ◇ analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;
- ◇ describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;
- ◇ analyze how developments in transportation and communication have influenced economic activities in the United States;

- **Government:**

- ◇ identify the purposes and explain the importance of the Declaration of Independence;

- **Citizenship:**

- ◇ explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;
- ◇ sing or recite *The Star-Spangled Banner* and explain its history;
- ◇ recite and explain the meaning of the Pledge of Allegiance;
- ◇ describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day;
- ◇ identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process;
- ◇ identify and compare leadership qualities of national leaders, past and present;
- ◇ summarize the reasons for the creation of the Bill of Rights;

- ◇ describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;
- ◇ describe important due process rights including trial by jury and the right to an attorney;
- **Culture:**
 - ◇ identify significant examples of art, music, and literature from various periods in U.S. history;
 - ◇ identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;
 - ◇ describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States;
 - ◇ summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity;
- **Science, Technology, and Society:**
 - ◇ describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;
 - ◇ identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States;
 - ◇ explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States;
 - ◇ analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers;
- **Social Studies Skills:**
 - ◇ differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;
 - ◇ analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - ◇ organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
 - ◇ identify different points of view about an issue or topic;
 - ◇ identify the elements of frame of reference that influenced the participants in an event;

- ◇ use social studies terminology correctly;
- ◇ incorporate main and supporting ideas in verbal and written communication;
- ◇ create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies;
- ◇ use standard grammar, spelling, sentence structure, and punctuation;
- ◇ use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;
- ◇ use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Handwriting

Handwriting is taught in the Language Arts course; however, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique; in Grades 3, 4, and 5, cursive is preferred. When teaching your child handwriting, please consider the appropriate letter and number formation and spacing. Please refer to the cursive chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

Traditional Cursive

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Books and Materials for SOCS 5 This Semester

Textbook:

- Green, Robert P. Jr., et al, *Harcourt Horizons: United States History*, Texas edition (Houghton Mifflin-High School, 2003), ISBN 978-0-15-334231-8

Other Books:

- O'Dell, Scott, *Island of the Blue Dolphins* (Sandpiper, 1988), ISBN 978-0-547-32861-4

Materials:

- chalk or dry erase markers (optional)
- chalkboard or dry erase board (optional)
- crayons
- glue
- hole punch
- index cards, 5" × 8", 38
- loose-leaf binder rings, 2", 2
- map colors (optional)
- map colors or crayons
- marker, fine-line black
- paper: plain white, writing
- pencils
- ruler
- scissors
- Styrofoam, 10" × 13" thin (approximately one to one-half inch thick)
- toothpicks
- world map
- yarn

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 1, Unit 2, and Unit 3. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. All of the Unit Projects and the Units 1 and 2 Tests are located in their respective Unit folders in this online course; the Unit 3 Test is the Final Exam folder.

The Unit Tests and Projects will be submitted **separately** to Texas Tech University K-12 to be graded. The Unit Test is an online quiz and the Unit Project is an upload assignment.

Scan or photograph each Unit Project. (For audio or video projects, see “Audio Help” and “Video Help” on the course home page for information about saving these formats for upload.) Combine multiple images into a *single PDF*.

When you save your documents, use the naming convention given for each Unit Test or Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and projects

Unit 1:

- Days 22-23: Work on the Unit 1 Project
 - Day 24: Review for Unit 1 Test
 - Day 25: Administer Unit 1 Test
- Finish and submit the Unit 1 Project

Unit 2:

- Day 47: Review for Unit 2 Test
- Day 48: Administer Unit 2 Test
- Day 49-50: Work on the Unit 2 Project
- Day 50: Submit the Unit 2 Project

Unit 3:

- Days 55-75: Work on the Unit 3 Project
- Day 73: Complete the Great Seal Project (non-graded)
- Day 74: Review for Unit 3 Test

- Day 75: Administer Unit 3 Test

Finish and submit the Unit 3 Project

Unit Projects

Your student must complete a project for each unit. For Units 1 and 2, the student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in the online course. If the student chooses a topic, he or she must choose a topic based on the information presented in the unit, and it must be approved by Texas Tech University K-12. The student must also complete a **Unit Topic Planner**. Please submit these to Texas Tech University K-12 no later than one week after your student begins the unit.

The student's teacher will send feedback regarding whether or not your project has been approved. You will find it in the **My Grades** area online.

The Unit 3 Project is mandatory.