

# Introduction

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## Curriculum Overview

Congratulations on choosing an outstanding fifth-grade Social Studies curriculum! Using this curriculum, your student will learn how a new nation became a world power. The lessons will take him or her from a young country, struggling to create a government, to the challenges that are faced in the United States today. The student will learn about the saddest and most tragic time in American's history, the Civil War, and about the period called the "Good Times." We will examine times of wars and times of prosperity, times of growth and times of hardship. In these lessons, the student will learn to recognize how the American people have been and are united to face challenges. As the session comes to a close, the student will make predictions about the future of the United States, along with a plethora of other activities.

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

The second semester of fifth-grade social studies discusses the history, geography, economics, science, and technology of the United States. Each of the three units includes an exciting project.

## Course Objectives

This 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 the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution;
- ◇ summarize the events that led to the creation of the U.S. Constitution;
- ◇ identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;
- ◇ identify reasons people moved west;
- ◇ identify examples of U.S. territorial expansion;
- ◇ describe the causes and effects of the Civil War;
- ◇ explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;
- ◇ explain how industry and the mechanization of agriculture changed the American way of life;
- ◇ identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups;
- ◇ analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression;
- ◇ identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics;

- **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;
- ◇ describe how the free enterprise system works in the United States;
- ◇ give examples of the benefits of the free enterprise system in the United States;
- ◇ explain how supply and demand affects consumers 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;
- ◇ explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States;
- **Government:**
  - ◇ compare the systems of government of early European colonists;
  - ◇ identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses;
  - ◇ identify the purposes and explain the importance of the Declaration of Independence;
  - ◇ explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution;
  - ◇ identify and explain the basic functions of the three branches of government;
  - ◇ identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution;
  - ◇ distinguish between national and state governments and compare their responsibilities in the U.S. federal system;
- **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;
  - ◇ explain how individuals can participate in civic affairs and political parties at the national level;
  - ◇ analyze the role of the individual in national elections;
  - ◇ identify significant individuals such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process;
  - ◇ explain how to contact elected and appointed leaders in the national governments;
  - ◇ identify leaders in the national governments, including the president and selected members of Congress, and their political parties;

- ◇ 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;
- ◇ summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens;
- **Culture:**
  - ◇ identify significant examples of art, music, and literature from various periods in U.S. history;
  - ◇ explain how examples of art, music, and literature reflect the times during which they were created;
  - ◇ 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;
  - ◇ predict how future scientific discoveries and technological innovations could affect life in the United States;

- **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 appropriate mathematical skills to interpret social studies information such as maps and graphs;
- ◇ use social studies terminology correctly;
- ◇ incorporate main and supporting ideas in verbal and written communication;
- ◇ express ideas orally based on research and experiences;
- ◇ 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

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## 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 Required Books:

- Lawlor, Laurie, *Addie Across the Prairie* (Aladdin, 1991), ISBN 978-0-671-70147-5
- Lowry, Lois, *Number the Stars* (Houghton Mifflin Harcourt, 2010), ISBN 978-0-547-57709-8
- Polacco, Patricia, *Pink and Say* (Scholastic, Inc., 1994), ISBN 0-590-54210-9

## Materials:

- clip art
- colored pencils or crayons
- glue
- map of the United States
- newspapers and news magazines containing editorial cartoons and United States symbols
- paper: construction, notebook, plain white
- pencils
- poster boards, white, 3
- ruler
- scissors
- tape



# Grading Procedures and Unit Assignment Checklists

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Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 4 and Unit 5 Tests and Projects are located in their respective Unit folders in this online course; the Unit 6 Test and Project are 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** (see “Requirements for Creating PDFs” on the course home page). When you save the document, use the naming convention given for each 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 4:

- Days 97-98: Complete the Unit 4 Project
- Day 99: Review for the Unit 4 Test
- Day 100: Administer the Unit 4 Test  
Submit the Unit 4 Project

### Unit 5:

- Days 118-123: Complete the Unit 5 Project
- Day 124: Review for the Unit 5 Test
- Day 125: Administer the Unit 5 Test  
Submit the Unit 5 Project

### Unit 6:

- Days 146-148: Complete the Unit 6 Project
- Day 149: Review for the Unit 6 Test

- Day 150:       Administer the Unit 6 Test  
                  Submit the Unit 6 Project

## Unit Projects

Your student must complete a project for each unit. The student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in this 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 of this course.