

Subject - SS: Social Studies

Grade - 5: Grade 5

Section - 5.Intro: Introduction

Non-Specific Strand

- **5.Intro.1:** In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.
- **5.Intro.2:** To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- **5.Intro.3:** The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- **5.Intro.4:** Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- **5.Intro.5:** Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- **5.Intro.6:** Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

Non-Specific Strand - 5.Intro.7: State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

Non-Specific Strand Division

- **5.Intro.7A:** Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- **5.Intro.7B:** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Non-Specific Strand

- **5.Intro.8:** Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Section - 5: Knowledge and Skills

Strand - 5: History.

Knowledge & Skill Statement - 5.1: The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

Student Expectation

- **5.1A:** Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.
- **5.1B:** Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

Knowledge & Skill Statement - 5.2: The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

Student Expectation

- **5.2A:** Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.
- **5.2B:** Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
- **5.2C:** Summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

Knowledge & Skill Statement - 5.3: The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

Student Expectation

- **5.3A:** Identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.
- **5.3B:** Identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

Knowledge & Skill Statement - 5.4: The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

Student Expectation

- **5.4A:** Describe the causes and effects of the War of 1812.
- **5.4B:** Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.
- **5.4C:** Identify reasons people moved west.
- **5.4D:** Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.
- **5.4E:** Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
- **5.4F:** Explain how industry and the mechanization of agriculture changed the American way of life.
- **5.4G:** Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

Knowledge & Skill Statement - 5.5: The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

Student Expectation

- **5.5A:** Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.
- **5.5B:** Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.
- **5.5C:** Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Army, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

Strand - 5: Geography.

Knowledge & Skill Statement - 5.6: The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

Student Expectation

- **5.6A:** Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
- **5.6B:** Translate geographic data into a variety of formats such as raw data to graphs and maps.

Knowledge & Skill Statement - 5.7: The student understands the concept of regions in the United States. The student is expected to:

Student Expectation

- **5.7A:** Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
- **5.7B:** Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.
- **5.7C:** Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and

their capitals, and regions such as the Northeast, the Midwest, and the Southwest.

- 5.7D: Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

Knowledge & Skill Statement - 5.8: The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

Student Expectation

- 5.8A: Identify and describe the types of settlement and patterns of land use in the United States.
- 5.8B: Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.
- 5.8C: Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

Knowledge & Skill Statement - 5.9: The student understands how people adapt to and modify their environment. The student is expected to:

Student Expectation

- 5.9A: Describe how and 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.
- 5.9B: Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

Strand - 5: Economics.

Knowledge & Skill Statement - 5.10: The student understands the basic economic patterns of early societies in the United States. The student is expected to:

Student Expectation

- 5.10A: Explain the economic patterns of early European colonists.
- 5.10B: Identify major industries of colonial America.

Knowledge & Skill Statement - 5.11: The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

Student Expectation

- 5.11A: Describe the development of the free enterprise system in colonial America and the United States.
- 5.11B: Describe how the free enterprise system works in the United States.
- 5.11C: Give examples of the benefits of the free enterprise system in the United States.

Knowledge & Skill Statement - 5.12: The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

Student Expectation

- 5.12A: Explain how supply and demand affects consumers in the United States.
- 5.12B: Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

Knowledge & Skill Statement - 5.13: The student understands patterns of work and economic activities in the United States. The student is expected to:

Student Expectation

- 5.13A: Compare how people in different parts of the United States earn a living, past and present.
- 5.13B: Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.13C: Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.
- 5.13D: Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- 5.13E: Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

Strand - 5: Government.

Knowledge & Skill Statement - 5.14: The student understands the organization of governments in colonial America. The student is expected to:

Student Expectation

- 5.14A: Identify and compare the systems of government of early European colonists, including representative government and

[monarchy.](#)

- [5.14B: Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.](#)

Knowledge & Skill Statement - 5.15: The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

Student Expectation

- [5.15A: Identify the key elements and the purposes and explain the importance of the Declaration of Independence.](#)
- [5.15B: Explain the purposes of the U.S. Constitution as identified in the Preamble.](#)
- [5.15C: Explain the reasons for the creation of the Bill of Rights and its importance.](#)

Knowledge & Skill Statement - 5.16: The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

Student Expectation

- [5.16A: Identify and explain the basic functions of the three branches of government.](#)
- [5.16B: Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.](#)
- [5.16C: Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.](#)

Strand - 5: Citizenship.

Knowledge & Skill Statement - 5.17: The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

Student Expectation

- [5.17A: Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant.](#)
- [5.17B: Sing or recite "The Star-Spangled Banner" and explain its history.](#)
- [5.17C: Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.](#)
- [5.17D: Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.](#)
- [5.17E: Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.](#)

Knowledge & Skill Statement - 5.18: The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

Student Expectation

- [5.18A: Explain the duty individuals have to participate in civic affairs at the local, state, and national levels.](#)
- [5.18B: Explain how to contact elected and appointed leaders in local, state, and national governments.](#)

Knowledge & Skill Statement - 5.19: The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

Student Expectation

- [5.19A: Explain the contributions of the Founding Fathers to the development of the national government.](#)
- [5.19B: Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.](#)
- [5.19C: Identify and compare leadership qualities of national leaders, past and present.](#)

Knowledge & Skill Statement - 5.20: The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

Student Expectation

- [5.20A: Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.](#)
- [5.20B: Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.](#)

Strand - 5: Culture.

Knowledge & Skill Statement - 5.21: The student understands the relationship between the arts and the times during which they were created. The student is expected to:

Student Expectation

- **5.21A:** Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".
- **5.21B:** Explain how examples of art, music, and literature reflect the times during which they were created.

Knowledge & Skill Statement - 5.22: The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

Student Expectation

- **5.22A:** Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.
- **5.22B:** Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
- **5.22C:** Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

Strand - 5: Science, technology, and society.

Knowledge & Skill Statement - 5.23: The student understands the impact of science and technology on society in the United States. The student is expected to:

Student Expectation

- **5.23A:** Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- **5.23B:** Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.
- **5.23C:** Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- **5.23D:** Predict how future scientific discoveries and technological innovations could affect society in the United States.

Strand - 5: Social studies skills.

Knowledge & Skill Statement - 5.24: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

Student Expectation

- **5.24A:** Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- **5.24B:** 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.
- **5.24C:** Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24D:** Identify different points of view about an issue, topic, or current event.
- **5.24E:** Identify the historical context of an event.

Knowledge & Skill Statement - 5.25: The student communicates in written, oral, and visual forms. The student is expected to:

Student Expectation

- **5.25A:** Use social studies terminology correctly.
- **5.25B:** Incorporate main and supporting ideas in verbal and written communication.
- **5.25C:** Express ideas orally based on research and experiences.
- **5.25D:** Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.25E:** Use standard grammar, spelling, sentence structure, and punctuation.

Knowledge & Skill Statement - 5.26: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

Student Expectation

- **5.26A:** 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.
- **5.26B:** 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.