# 5th Grade Social Studies Overview
## 2019 - 2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.

### Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Process Standards** – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

- Pearson Realize – click on the link for directions on accessing the textbook
- Pebble Go
- Brainpop
- Discovery Education
- Britannica School
- Ebsco Host
- Maps 101
- World Book
- National Geographic Kids
### Instructional Model

This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build their understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

### Process Standards

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; and

5.24E identify the historical context of an event.

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

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; and

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
# Grading Period 1

## Unit 1: U.S. Geography

**Estimated Date Range:** 8/14-9/13  
**Estimated Time Frame:** 22

### Unit Overview:

This unit is important because it incorporates knowledge and skills that are essential to being a productive citizen. In the 1st concept, students will learn about the 50 States and the regions. As part of the focus on this knowledge, students will explore why it is important to have knowledge of places in our country. In the 2nd concept, students will focus on map skills and why it is important to have map skills. In the 3rd concept, students will learn important physical features in our country as well as examples of how people have adapted and modified the environment. They will also show critical thinking skills by drawing conclusions about settlement patterns and population distribution based on geographic factors. This unit will help prepare students for 6th grade where they apply their geography knowledge and skills to a world focus.

### Big Ideas:

- Knowledge of the places in our country enriches our lives and makes us better citizens.
- Maps and map skills help us to better understand the world.
- Physical features, climate, precipitation, and a water source influence settlement.

### Essential Questions

- Why is it important to have knowledge of places in our country?
- How do map skills help us in life?
- What influences where people live?

<table>
<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Political Features</td>
<td>5.6A, 5.6B, 5.7C, 5.17D</td>
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<tr>
<td>Concept #2: Map Skills</td>
<td>5.6A, 5.6B, 5.17E</td>
</tr>
<tr>
<td>Concept #3: Physical and Human Characteristics</td>
<td>5.7A, 5.7B, 5.7D, 5.8A, 5.8B, 5.8C, 5.9A, 5.9B</td>
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### Celebrate Freedom Week

**Estimated Date Range:** 9/16-9/20  
**Estimated Time Frame:** 5 days

### Unit 2: Exploration and Colonization

**Estimated Date Range:** 9/23 – 10/22  
**Estimated Time Frame:** 19 (13 days in 1st grading period)

### Unit Overview:

This unit is important because students will learn about early American history through the study of explorers, settlements, and colonies. First, students will learn about important explorers of the New World with a particular emphasis on why Europeans were searching the New World. From there, they will learn about different countries who created settlements in America. Leaders and the system of government in Jamestown and Plymouth will be a focus in this concept. Lastly, students will learn about how America grew to become 13 Colonies. In this concept, students will compare and contrast the various colonial regions. This unit will form a strong foundation in early American history, which is crucial to understanding the next unit on the American Revolution.
### Big Ideas:
- People who live in different locations may have different values, goals, and lifestyles.
- A new community requires strong leaders and a representative government.
- The geographic region influences economic activities and jobs.

### Essential Questions
- How do different groups experience the same event?
- How do you establish a new community?
- How does the geographic region you live in affect your life?

### Concepts within Unit # 2

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<tr>
<th>Concept #1: Exploration</th>
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<tr>
<th>Concept #2: Early Settlements</th>
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<tr>
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<td>5.1A, 5.1B, 5.8B, 5.14A, 5.14B, 5.22A</td>
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<tr>
<th>Concept #3: Colonial America</th>
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<tr>
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<td>5.1A, 5.1B, 5.6A, 5.7A, 5.10A, 5.10B, 5.11A, 5.13A, 5.13B</td>
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### Grading Period 2

#### Unit 3: Road to Revolution and War
Estimated Date Range: 10/23 – 11/15
Estimated Time Frame: 18 Days

### Unit Overview:
This unit is important because students will learn about how America changed from colonies to an independent country. In the 1st concept, students will learn about the causes of the American Revolution with a focus on the Boston Massacre and the Boston Tea Party. In the 2nd concept, they will focus on important events during the war such as the winter at Valley Forge. In the last concept, students will learn about the Treaty of Paris as well as complete a culminating activity where they create a timeline of the American Revolution. This unit sets the stage for the next two units. First, it leads nicely into the fact that after a society creates their country, then they must create a government to manage their independent country. It also leads to the unit on Westward Expansion as this unit ends with America growing to the Mississippi River.

### Big Ideas:
- Conflict and new ideas can bring about change.
- Motivation and leadership can play a significant role in the outcome of war.
- Events in one time-period influence events in later time-periods.

### Essential Questions
- What causes change?
- How can a small army defeat a mighty army?
- How are events that happen at different times connected?

### Concepts within Unit # 3

<table>
<thead>
<tr>
<th>Concept #1: Causes of the American Revolution</th>
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<tr>
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<td>5.2A, 5.2B</td>
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<tr>
<th>Concept #2: American Revolution</th>
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<tr>
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<td>5.2A, 5.2B, 5.15A, 5.17D, 5.21A, 5.21B, 5.23A</td>
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Concept #3: Results of the American Revolution

Unit 4: Building the Government
Estimated Date Range: 11/18-12/19
Estimated Time Frame: 19

Unit Overview:
This is an important unit because students should be taught at an early age to be an engaged citizen, and in order to do that, they need to be aware of the basic history and structure of our government. Students will first learn about the failures of the Articles of Confederation and the creation of the Constitution that came as a result. This will lead to a study of the purpose of the Constitution which is outlined in the Preamble. As part of the study of the Constitution, students will learn about the three branches of government and the relationship between national and state governments. The last part of this unit will focus on amendments to the Constitution, namely the Bill of Rights and how those rights still impact their lives today. This unit will help students in other units as government is a theme throughout the year, and it will also help in grade 8 where government related questions are crucial to success on the STAAR.

Big Ideas:
- The goal of our government is to create a free, fair, and peaceful society.
- Individuals have a duty to learn about how our government works, to educate oneself about important issues, and to participate in civic affairs.
- Separation of powers, civic participation, and protected rights are important reasons why our government has endured.

Essential Questions
- What should be the goal of government?
- What is the duty of individuals in a democracy?
- Our Constitution was written 242 years ago, and it is the oldest written constitution still in use. Why do you think it has been able to last so long?

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<tr>
<th>Concepts within Unit # 4</th>
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<tr>
<td>Link to TEKS</td>
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<tr>
<td>Concept #1: Creation of the Constitution</td>
<td>5.3A, 5.3B, 5.15B, 5.17C, 5.17D, 5.24B</td>
</tr>
<tr>
<td>Concept #3: Bill of Rights</td>
<td>5.15C, 5.20A, 5.24B</td>
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Unit Overview:

In this unit, students will first learn about key events in Westward Expansion such as the Louisiana Purchase and the Lewis and Clark Expedition. Students will also learn about reasons why people moved west as well as challenges, opportunities, and contributions of various American Indian and immigrant groups. In addition, students will learn about the War of 1812 and the Star Spangled Banner as that happened during this time period. This unit will help students to better understand the causes to the Civil War as at the same time our country was expanding it was also becoming more divided.

Big Ideas:
- Successful expeditions lead the way to future explorers and settlers.
- Works of art such as music are reflective of the time when they were created.
- People who live in different locations may have different values, goals, and lifestyles.

Essential Questions
- What impact does exploration have on a society?
- What do works of art have to do with the past?
- How do different groups experience the same event?

Concepts within Unit # 5

<table>
<thead>
<tr>
<th>Concept #1: Louisiana Purchase and Lewis and Clark</th>
<th>TEKS Link to TEKS</th>
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<tbody>
<tr>
<td>5.4C, 5.4D, 5.4G, 5.6A, 5.19C</td>
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| Concept #2: War of 1812                             | 5.4A, 5.17B, 5.21B, 5.24B |

| Concept #3: Manifest Destiny                         | 5.4C, 5.4D, 5.4G, 5.9A, 5.13C, 5.13E, 5.21A, 5.23B |

Unit 6: Civil War

Estimated Date Range: 2/3-3/6
Estimated Time Frame: 23

Unit Overview:

This unit is important because the Civil War and its effects shape the country we live in today. Students will start this unit by analyzing the sequence of events that led to the Civil War with a focus on changes that resulted from the Industrial Revolution. Students will then learn about the war itself where they will read various primary sources such as the Gettysburg Address. The last part of the unit will focus on reconstruction with an emphasis on the 13th, 14th, and 15th Amendments. This unit will form a strong foundation for when students learn about the Civil War again in 8th grade.

Big Ideas:
- Events in one time-period influence events in later time-periods.
- Wars have social, political, and economic effects.
- Wars bring new opportunities and challenges.

Essential Questions
- Why do conflicts develop?
How does war affect society?
What are the outcomes of war?

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<tr>
<th>Concepts within Unit # 6</th>
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<tbody>
<tr>
<td>Concept #1: Causes of the Civil War</td>
<td>5.4B, 5.4E, 5.4F, 5.12B, 5.23A</td>
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<tr>
<td>Concept #3: Reconstruction</td>
<td>5.4E, 5.20B</td>
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<tr>
<td>Concept 4: Fort Bend County following Emancipation</td>
<td>5.4E, FB1</td>
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**Grading Period 4**

**Unit 7: Industrial Revolution**
- Estimated Date Range: 3/16-4/15
- Estimated Time Frame: 21

**Unit Overview:**
This unit picks up with the changes that were emerging as part of the Industrial Revolution before the Civil War. After the Civil War, changes that resulted from the industrial revolution intensified. In the 1st concept, students will learn about important inventors, inventions, and big business. The focus will be on the impact of the various technological innovation. Next, the focus will be on immigration where students will learn about the immigrant experiences from five different places. In the last concept, students will complete a written response where they summarize the changes brought on during the Industrial Revolution. Students will be able to build on the knowledge and skills they learn in this unit when they are in 6th grade and the focus is on World Cultures.

**Big Ideas:**
- Growth brings both positive and negative changes.
- Immigrants bring their languages and traditions and contribute to a more diverse American life.

**Essential Questions**
- What effect does growth have on a society?
- How does immigration shape our country?

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<thead>
<tr>
<th>Concepts within Unit # 7</th>
<th>TEKS Link to TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Inventors, Inventions, and Big Business</td>
<td>5.4F, 5.5A, 5.11B, 5.11C, 5.12A, 5.12B, 5.23A, 5.23C</td>
</tr>
<tr>
<td>Concept #3: Changes during Industrial Revolution</td>
<td>5.4G, 5.5A, 5.13C, 5.23B, 5.23C</td>
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**Unit 8: 20th Century and Beyond**
- Estimated Date Range: 4/16-5/28
- Estimated Time Frame: 30

**Unit Overview:**
This unit is important because it gives students an overview of the previous century and how those events shaped the country we live in today. It is also important as students can apply many different events to their life today. This unit starts off with a study on social movements including the Women’s Suffrage Movement and the Civil Rights Movement. Part of this consists of comparing leaders of social change such as Susan B. Anthony, Martin Luther King, Jr., and Cesar Chavez. Then, students will learn about good times, hardships, and wars. To cover all this content, the various topics will be divided up, and students will complete research topics. The unit will end with a study of important events in the 21st Century. The content covered in this unit will form the foundation for students’ understanding of the previous century in American history, which won't be studied again until high school.

Big Ideas:
- Individuals and groups can bring about change in society through social action.
- Events from our past have shaped the country we live in today.
- Events in our present century will shape our future.

Essential Questions
- What are effective methods for creating social change?
- Why does the past matter?
- What determines the lasting impact of events?

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<th>Concepts within Unit #8</th>
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<td>Concept #1: Social Movements</td>
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<tr>
<td>Concept #2: Good Times, Hardships, and Wars</td>
<td>5.5A, 5.5C, 5.13D, 5.23A, 5.23B</td>
</tr>
<tr>
<td>Concept #3: The 21st Century</td>
<td>5.5B, 5.11C, 5.23B, 5.23C, 5.23D</td>
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