

# 5<sup>th</sup> Grade Social Studies Overview 2022 - 2023

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.

# Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area <u>instructional model</u>
- Parent resources for this content area

# To advance to a particular grading period, click on a link below.

- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

### **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.

- 5.23A 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;
- 5.23B 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:
- 5.23C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- 5.23D identify different points of view about an issue, topic, historical event, or current event; and
- 5.23E identify the historical context of an event.
- 5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps;
- 5.24B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- 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



5.26 use problem-solving and decision-making processes 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.

# **Grading Period 1**

Unit 1: U.S. Geography

Estimated Date Range: 8/10 – 9/2 Estimated Time Frame: 18

Note: Includes 2 days for Re-engagement and Assessment

#### **Unit Overview:**

This unit is important because it incorporates knowledge and skills that are essential to being a productive citizen. In the 1<sup>st</sup> 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 2<sup>nd</sup> concept, students will learn about geographic factors that influence settlement and population distribution. In the 3<sup>rd</sup> concept, students will learn how people have adapted to and modified the environment. Throughout this unit, students will apply map skills such as using a compass rose, scale, and legend. This unit will help prepare students for 6<sup>th</sup> grade where they apply their geography knowledge and skills to a world focus.

- Students can use Google Earth and zoom in on some larger cities in the United States. They can explore around the city to see signs of suburban and rural areas. If students are interested in one of the largest urban areas in the United States, they can go to the library and check out a book about that city to learn more.
- If students are interested in learning more about the modification of the environment, they can learn more about the Houston ship channel, and how the landscape was modified to build it. They can watch a video or read to learn more about it.

Concepts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Places and Regions in the U.S. 5.6A, 5.6B, 5.6C, 5.6D, 5.12A, 5.16D  Concept #2: Geography Influences Settlement 5.6A, 5.6C, 5.7B, 5.7C, 5.12B  Concept #3: Adapting and Modifying the Environment	Competency 1: U.S. Geography	<ul> <li>locate on a map the five largest cities in the United States and the 50 states</li> <li>describe regions based on political and economic characteristics</li> <li>use a legend, scale, compass rose, and grid system to interpret a variety of maps</li> <li>create a map showing important physical features</li> <li>explain the geographic factors that influence patterns of settlement</li> <li>explain what influences the location of major cities</li> <li>explain the positive and negative consequences of</li> </ul>
5.7B, 5.8A, 5.8B	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> </ul>



		creates visual and written materials
Unit 2: Furanean Colonization of North America		

# Unit 2: European Colonization of North America (Includes Celebrate Freedom Week)

Estimated Date Range: 9/6 - 10/7Estimated Time Frame: 27 (23 days in  $1^{st}$  grading period) Note: Includes 3 days for Re-engagement and Assessment

#### **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. This concept will focus on the Spanish in North America, and students will learn about St. Augustine. From there, they will learn about other 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.

#### At home connections:

• Students can learn more about the regions where the colonists first settled by studying the current U.S. map of the east coast. They can choose a place such as Virginia or Massachusetts and look at how it has changed since the 1600s.

Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: The Spanish in North America 5.1A  Concept #2: The English, French, and Dutch in North America 5.1A, 5.1B,5.13A, 5.13B  Concept #3: Life in the Colonies 5.1A, 5.1B, 5.6A, 5.7B, 5.9A, 5.9B, 5.10A, 5.22A	Competency 2: Early Colonization to American Revolution	<ul> <li>sequence important events about the exploration of the United States</li> <li>explain how geography influenced where people explored</li> <li>explain reasons why Spain created their settlement in North America</li> <li>explain reasons why each country created their settlement in North America</li> <li>describe the accomplishments of significant individuals in the settlement of the United States</li> <li>compare a representative government and a monarchy</li> <li>explain the economic patterns in the colonies</li> <li>explain how geographic factors influenced the location of economic activities in the colonies</li> <li>compare how people in different colonial regions earned a living</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>





# **Grading Period 2**

# Unit 2: European Colonization of North America (continued)

Estimated Date Range: 10/11-10/14
Estimated Time Frame: 27 (4 days in 2<sup>nd</sup> grading period)
Note: Includes 3 days for Re-engagement and Assessment

Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #3: Life in the Colonies 5.1A, 5.1B, 5.6A, 5.7B, 5.9A, 5.9B, 5.10A, 5.22A	Competency 2: Early Colonization to American Revolution	<ul> <li>explain the economic patterns in the colonies</li> <li>explain how geographic factors influenced the location of economic activities in the colonies</li> <li>compare how people in different colonial regions earned a living</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>

# **Unit 3: Creation of the United States**

Estimated Date Range: 10/17 – 11/11
Estimated Time Frame: 19 Days
Note: Includes 2 days for Re-engagement and Assessment

### **Unit Overview:**

This unit is important because students will learn about how America changed from colonies to an independent country. In the 1<sup>st</sup> 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 2<sup>nd</sup> 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.

- If students are interested in the music that people listened to during this time, they can visit this <u>site</u> to listen to the different songs and read information about the song.
- Students can also take a virtual tour of George Washington's home by visiting this site.



Concepts within Unit # 3 <u>Link to TEKS</u>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Causes of the American Revolution 5.2A, 5.2B  Concept #2: American Revolution 5.2A, 5.2B, 5.14A, 5.20A, 5.20B  Concept #3: Results of the American Revolution 5.2A, 5.2C	Competency 2: Early Colonization to American Revolution	<ul> <li>sequence important events prior to the American Revolution</li> <li>explain the effects of each event</li> <li>identify the motivations and contributions of individuals in the lead up to the American Revolution</li> <li>identify the motivations and</li> <li>sequence important events during the American Revolution</li> <li>explain key parts of the Declaration of Independence and why it is important today</li> <li>identify the motivations and contributions of various Founding Fathers</li> <li>summarize the results of the American Revolution</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>
	Competency 8: Problem- Solving and Decision- Making Skills	<ul> <li>gather information</li> <li>list and consider options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>

# **Unit 4: Building the Government of the United States**

Estimated Date Range: 11/14 – 12/17 Estimated Time Frame: 20

Note: Includes 3 days for Re-engagement and Assessment

#### **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 affect our lives today. This unit will help students in other units as government is a theme throughout the year, and it will also help in 8<sup>th</sup> grade where knowledge of the Constitution and our government crucial to success on the STAAR.



•	Students can explore the Interactive Constitution site to learn more about the Bill of Rights and the branches of
	government.

Concepts within Unit # 4 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Creation of the Constitution	Competency 3: Building the Government of the United States  Competency 7: Critical Thinking Skills	<ul> <li>identify contributions of Founding Fathers who helped create the U.S. Constitution</li> <li>explain the purposes of the U.S. Constitution</li> <li>describe the system of checks and balances</li> <li>compare the responsibilities of the state and national governments</li> <li>explain why individuals have a duty to participate in the democratic process</li> <li>explain why the Bill of Rights is important</li> <li>describe the fundamental rights guaranteed in the Bill of Rights</li> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>
	Competency 8: Problem- Solving and Decision- Making Skills	<ul> <li>gather information</li> <li>list and consider options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>





# **Grading Period 3**

# **Unit 5: Expanding the United States**

Estimated Date Range: 1/5 – 1/27 Estimated Time Frame: 16

Note: Includes 2 days for Re-engagement and Assessment

#### **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.

#### At home connections:

• Students can learn more about the trails that people took as they traveled west by visiting the Overland Trails site. This is an interactive website. Students can also use the Pebble Go link to find stories about American Indian tribes or important American Indians. If students are interested in learning more about Lewis and Clark's expedition with the help of Sacagawea, they can check out a book from the library or research about them online.

Concepts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Exploring the West 5.4C  Concept #2: War of 1812 5.4A, 5.4C, 5.16B, 5.20B	Competency 4: United States Expansion and Division	<ul> <li>describe the causes of the War of 1812</li> <li>describe the effects of the War of 1812</li> <li>identify the conflict among sections of the United States</li> <li>explain the conflict among sections of the United States</li> <li>identify significant events with U.S. territorial expansion</li> <li>identify significant concepts with U.S. territorial expansion</li> </ul>
Concept #3: Moving West 5.4C, 5.4F, 5.8A	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>
	Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and consider options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>



# **Unit 6: A Divided United States**

Estimated Date Range: 1/30 – 2/25
Estimated Time Frame: 18

Note: Includes 2 days for Re-engagement and Assessment

#### **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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. This unit will form a strong foundation for when students learn about the Civil War again in 8<sup>th</sup> grade.

- Students can research an African American who served in elected office during reconstruction such as Hiram Revels, who was the first African American in the senate. (Click here for the Hiram Revels Biography.)
- Students can research about what kinds of medicines were used during the Civil War. They can also read about Clara Barton who was an important person in this field.

Concepts within Unit # 6 <u>Link to TEKS</u>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Causes of the Civil War 5.4B, 5.4D, 5.7B, 5.11B, 5.12A, 5.12B	Competency 4: United States Expansion and Division	<ul> <li>identify the conflict among sections of the United States</li> <li>explain the conflict among sections of the United States</li> <li>explain the central role of the expansion of slavery</li> <li>explain the effects of the Civil War</li> </ul>
Concept #2: The Civil War 5.4D, 5.18A, 5.18B, 5.22C	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the</li> </ul>
Concept #3: Reconstruction 5.4E, 5.18A, 5.18B, 5.21B		<ul> <li>main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>
Concept 4: Fort Bend County following Emancipation 5.4E, 5.19, FB1	Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and consider options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>





# **Unit 7: Growth and Change in the United States**

Estimated Date Range: 2/27-3/10
Estimated Time Frame: 20 (10 days in grading period 3)
Note: Includes 3 days for Re-engagement and Assessment

### **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 1<sup>st</sup> 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 learn about the frontier with an emphasis on the settlement in those states during this time and the impact it had on American Indians. Students will be able to build on the knowledge and skills they learn in this unit when they are in 6<sup>th</sup> grade and the focus is on World Cultures.

#### At home connections:

• Students can look up cities such as Chicago and New York, which grew rapidly during this time. They can read and look at how the cities have changed over time. Have them do a comparison from the last 1800s to 1920. Then have them do a comparison to today.

comparison to today.		
Concepts within Unit # 7	Competencies that will be	Success Criteria for this unit
<u>Link to TEKS</u>	graded in this unit	
Concept #1: Inventors,	Competency 5: Growth and	identify the challenges of people from various American
Inventions, and Big Business	Change in the United States	Indian and immigrant groups
5.10B, 5.10C, 5.11A,		identify the opportunities and contributions of people
5.11B, 5.16A, 5.22A, 5.22C		from various American Indian and immigrant groups
		describe the impact of mass production on the economic
Composit #2: Improjenation		growth of the United States
Concept #2: Immigration 5.4F, 5.12A, 5.12D, 5.16D,		<ul> <li>describe the impact of specialization on the economic growth of the United States</li> </ul>
5.21A, 5.21B		describe the impact of division of labor on the economic
,		growth of the United States
		describe how the free enterprise works in the United
Concept #3: American Frontier		States
5.4F, 5.11B, 5.12B, 5.12C,		explain how scientific discoveries have benefited
5.22B		individuals and society in the United States
		explain how technological innovations have benefited
		individuals and society in the United States
		use valid primary and secondary sources
	Competency 7: Critical	analyze information by using one or more of the
	Thinking Skills	following: sequencing, categorizing, identifying cause and
		effect relationships, comparing, contrasting, finding the
		main idea, summarizing, making generalizations and
		predictions, and drawing inferences and conclusions
		express ideas orally and in written communication
		creates visual and written materials



Competency 8: Problem- Solving and Decision-Making Skills	<ul> <li>gather information</li> <li>list and consider options</li> <li>consider advantages and disadvantages</li> <li>choose a solution</li> <li>implement a solution</li> <li>evaluate the effectiveness of the solution</li> </ul>
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# **Grading Period 4**

# Unit 7: Growth and Change in the United States (continued)

Estimated Date Range: 3/20-3/31
Estimated Time Frame: 20 (10 days in grading period 4)
Note: Includes 3 days for Re-engagement and Assessment

Concepts within Unit # 7 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #3: American Frontier 5.4F, 5.11B, 5.12B, 5.12C, 5.22B	Competency 5: Growth and Change in the United States	<ul> <li>identify the challenges of people from various American Indian and immigrant groups</li> <li>identify the opportunities and contributions of people from various American Indian and immigrant groups</li> <li>describe the impact of mass production on the economic growth of the United States</li> <li>describe the impact of specialization on the economic growth of the United States</li> <li>describe the impact of division of labor on the economic growth of the United States</li> <li>describe how the free enterprise works in the United States</li> <li>explain how scientific discoveries have benefited individuals and society in the United States</li> <li>explain how technological innovations have benefited individuals and society in the United States</li> </ul>
	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>

list and consider options



	<ul> <li>consider advantages and disadvantages</li> </ul>
	choose a solution
	• implement a solution
	• evaluate the effectiveness of the solution

# Unit 8: Challenges at Home and Abroad for the United States

Estimated Date Range: 4/3 – 5/2
Estimated Time Frame: 20
Note: Includes 2 days for Re-engagement and Assessment
Note: Includes 2 days for state testing

#### **Unit Overview:**

This unit is important because it gives students an overview of the first half of the 20<sup>th</sup> Century, and how those events shaped the country we live in today. This unit starts by learning about the significance of WWI and about the contributions of women in creating the 19<sup>th</sup> Amendment. From there, students will learn about how American life was affected by the Great Depression and the Dust Bowl. In the last concept, students will learn about the significance of WWII and important individuals and groups during the war. The content covered in this unit will form the foundation for students' understanding of the previous century in American history, which will not be studied again until high school.

#### At home connections:

• Students can choose an event they would like to learn more about that occurred during the first half of the 20th century. Have them choose a book to read to learn more about this event and the people involved or have them research information about this event online.

Concepts within Unit #8 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: World War I and Women's Suffrage 5.5A, 5.5C	Competency 6: The United States in the 20th Century	<ul> <li>explain the significant events of the 20th century</li> <li>explain the growth of industrialization in the United States</li> <li>explain the growth of urbanization in the United States</li> <li>explain the significance of the Great Depression</li> </ul>
Concept #2: The Great Depression		explain the significance of the world wars
5.5A, 5.5C	Competency 7: Critical Thinking Skills	<ul> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the</li> </ul>
Concept #3: World War II 5.5A, 5.5C		following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions  express ideas orally and in written communication  creates visual and written materials





# Unit 9: Post WWII to Today in the United States

Estimated Date Range: 5/3 – 5/25
Estimated Time Frame: 17
Note: Includes 2 days for Re-engagement and Assessment
Note: Includes 1 day for state testing

#### **Unit Overview:**

This unit is important because it focuses on the most recent American history and goes right up until the present. Students will learn about two major events that came about following the end of WWII – the Civil Rights Movement and the Cold War. For each of those concepts, students will explain the significance of each event and identify the accomplishments of key individuals such as Martin Luther King, Jr. and Ronald Reagan. In the last concept, students will learn and think about the lasting impact of significant events thus far in the 21st Century.

#### At home connections:

• Students can choose someone from the mid-twentieth century or 21st century that they would like to learn more about. have them choose a book to read about this person, or research information about their life online.

Concepts within Unit #8 <u>Link to TEKS</u>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: The Civil Rights Movement 5.5A, 5.5C, 5.19, 5.21B	Competency 6: The United States in the 20th Century  Competency 7: Critical Thinking Skills	<ul> <li>explain the significance of the Civil Rights Movement</li> <li>explain the significance of military actions during the Cold War</li> <li>identify the accomplishments of individuals and groups</li> <li>identify the contributions of individuals and groups</li> </ul>
Concept #2: The Cold War 5.5A, 5.5C, 5.10B, 5.10C, 5.11A, 5.11B, 5.12D, 5.22A, 5.22B, 5.22C		<ul> <li>analyze various issues and events of the 21st century</li> <li>use valid primary and secondary sources</li> <li>analyze information by using one or more of the following: sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>express ideas orally and in written communication</li> <li>creates visual and written materials</li> </ul>
Concept #3: The 21 <sup>st</sup> Century 5.5B		

### **Glossary of Curriculum Components**

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

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

<u>Unit Overview</u> – The unit overview provides a brief description of the concepts covered in each unit.

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

<u>Competency</u>—Standards-Based Grading communicates students' understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in



the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students' progress on the competencies using learning progressions.

Competency Success Criteria—the criteria that must be demonstrated to determine proficiency with this competency in this concept

<u>Learning Progression</u>—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student's current level of understanding of the competencies using the Learning Progressions.

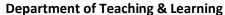
**<u>Proficient</u>**—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

#### **Parent Resources**

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.

Resource	How it supports parent and students
Pearson Realize	This is the state adopted textbook for elementary social studies. Click on the link for
	directions on accessing the textbook.
Pebble Go	This resource provides access to books for reading and learning more about concepts
	in the social studies content.
Brainpop	This resource offers learning a variety of animated videos for leaning social studies
	content as well as activities and games students can use to learn in a fun way.
Learn 360	This online resource provides access to a wide variety of videos to help in learning more
	about social studies concepts.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles,
	multimedia, primary sources, games, and other learning resources that support
	student learning.
Ebsco Host	This online reference system serves all content areas.
Maps 101	This online resource provides access to access to maps, animations, videos, games, &
	activities.
World Book	World Book contains thousands of informational articles with stunning illustrations,
	videos, interactive maps, and activities.

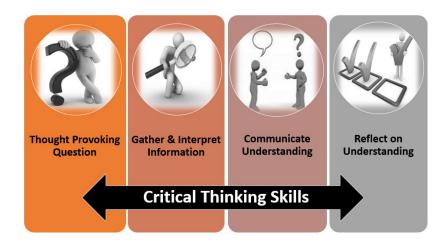
All Resources are available through 1Link through the Fort Bend ISD website.





### **Instructional Model**

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



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 his/her 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.