

5th 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 [instructional model](#)
- [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

- 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
<p>Concept #1: Creation of the Constitution 5.3, 5.14B, 5.15B, 5.16C</p> <p>Concept #2: Framework of Government 5.15A, 5.15B, 5.15C, 5.16A, 5.16D, 5.17A, 5.17B, 5.18A, 5.18B</p> <p>Concept #3: Bill of Rights 5.14C, 5.15B, 5.19</p>	<p>Competency 3: Building the Government of the United States</p> <p>Competency 7: Critical Thinking Skills</p> <p>Competency 8: Problem-Solving and Decision-Making Skills</p>	<ul style="list-style-type: none"> identify contributions of Founding Fathers who helped create the U.S. Constitution explain the purposes of the U.S. Constitution describe the system of checks and balances compare the responsibilities of the state and national governments explain why individuals have a duty to participate in the democratic process explain why the Bill of Rights is important describe the fundamental rights guaranteed in the Bill of Rights use valid primary and secondary sources 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 express ideas orally and in written communication creates visual and written materials gather information list and consider options consider advantages and disadvantages choose a solution implement a solution evaluate the effectiveness of the solution

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
<p>Concept #1: Exploring the West 5.4C</p> <p>Concept #2: War of 1812 5.4A, 5.4C, 5.16B, 5.20B</p> <p>Concept #3: Moving West 5.4C, 5.4F, 5.8A</p>	<p>Competency 4: United States Expansion and Division</p> <p>Competency 7: Critical Thinking Skills</p> <p>Competency 8: Problem-Solving and Decision-Making Skills</p>	<ul style="list-style-type: none"> describe the causes of the War of 1812 describe the effects of the War of 1812 identify the conflict among sections of the United States explain the conflict among sections of the United States identify significant events with U.S. territorial expansion identify significant concepts with U.S. territorial expansion use valid primary and secondary sources 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 express ideas orally and in written communication creates visual and written materials gather information list and consider options consider advantages and disadvantages choose a solution implement a solution evaluate the effectiveness of the solution

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

At home connections:

- 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 Link to TEKS	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 style="list-style-type: none"> • identify the conflict among sections of the United States • explain the conflict among sections of the United States • explain the central role of the expansion of slavery • explain the effects of the Civil War
Concept #2: The Civil War 5.4D, 5.18A, 5.18B, 5.22C	Competency 7: Critical Thinking Skills	<ul style="list-style-type: none"> • use valid primary and secondary sources • 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 • express ideas orally and in written communication • creates visual and written materials
Concept #3: Reconstruction 5.4E, 5.18A, 5.18B, 5.21B		
Concept 4: Fort Bend County following Emancipation 5.4E, 5.19, FB1	Competency 8: Problem-Solving and Decision-Making Skills	<ul style="list-style-type: none"> • gather information • list and consider options • consider advantages and disadvantages • choose a solution • implement a solution • evaluate the effectiveness of the solution

	<p>Competency 8: Problem-Solving and Decision-Making Skills</p>	<ul style="list-style-type: none"> gather information list and consider options consider advantages and disadvantages choose a solution implement a solution evaluate the effectiveness of the solution
<p>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</p>		
<p>Concepts within Unit # 7 Link to TEKS</p>	<p>Competencies that will be graded in this unit</p>	<p>Success Criteria for this unit</p>
<p>Concept #3: American Frontier 5.4F, 5.11B, 5.12B, 5.12C, 5.22B</p>	<p>Competency 5: Growth and Change in the United States</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> identify the challenges of people from various American Indian and immigrant groups identify the opportunities and contributions of people from various American Indian and immigrant groups describe the impact of mass production on the economic growth of the United States describe the impact of specialization on the economic growth of the United States describe the impact of division of labor on the economic growth of the United States describe how the free enterprise works in the United States explain how scientific discoveries have benefited 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 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 express ideas orally and in written communication creates visual and written materials gather information list and consider options

		<ul style="list-style-type: none"> consider advantages and disadvantages 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 20th 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 19th 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
<p>Concept #1: World War I and Women's Suffrage 5.5A, 5.5C</p> <p>Concept #2: The Great Depression 5.5A, 5.5C</p> <p>Concept #3: World War II 5.5A, 5.5C</p>	<p>Competency 6: The United States in the 20th Century</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> explain the significant events of the 20th century explain the growth of industrialization in the United States explain the growth of urbanization in the United States explain the significance of the Great Depression explain the significance of the world wars use valid primary and secondary sources 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 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 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p>Concept #1: The Civil Rights Movement 5.5A, 5.5C, 5.19, 5.21B</p> <p>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</p> <p>Concept #3: The 21st Century 5.5B</p>	<p>Competency 6: The United States in the 20th Century</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> • explain the significance of the Civil Rights Movement • explain the significance of military actions during the Cold War • identify the accomplishments of individuals and groups • identify the contributions of individuals and groups • analyze various issues and events of the 21st century • use valid primary and secondary sources • 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 • express ideas orally and in written communication • creates visual and written materials

Glossary of Curriculum Components

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.

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

Concept – A subtopic of the main topic of the unit

Competency – 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

Learning Progression—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.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Parent Resources

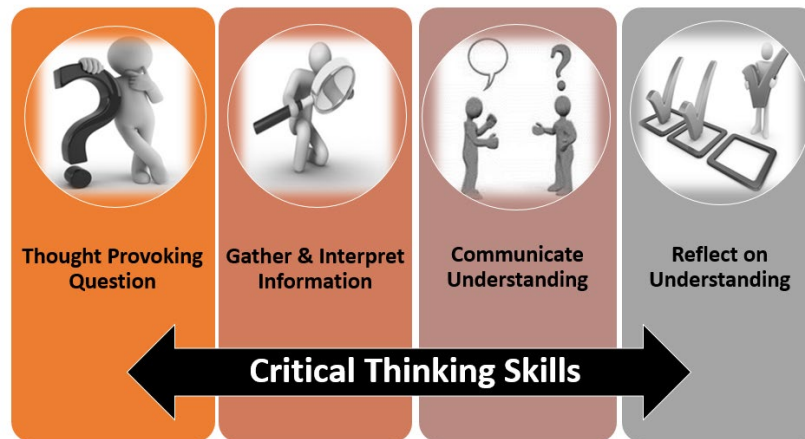
The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

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.