

Fifth Grade Social Studies Q1

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Competency Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria, which define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on the competencies looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q1	Q2	Q3	Q4
C1—U.S. Geography The student understands how geographic factors influence where people live.	X			
C2—Early Colonization to American Revolution The student understands the reasons for European colonization and the events that led to the conflict between the American colonies and Great Britain.	X	X		
C3—Building the Government of the United States The student understands the basic structure of government according to the U.S. Constitution.		X		
C4—United States Expansion and Division The student understands the social, economic and political changes in the United States during the 19th Century.			X	
C5—Growth and Change in the United States The student understands factors that influenced economic growth during the late 19th Century and the early 20th Century.			X	X
C6—The United States in the 20th Century The student understands the significance of important events during the 20th Century.				X
C7—Critical Thinking Skills The student applies critical thinking skills to organize and use information acquired from a variety of valid sources.	X	X	X	X
C8—Problem Solving-Decision Making The student uses problem-solving and decision-making skills, working independently and with others.		X	X	

Competency Progression 1: U.S. Geography

The student understands how geographic factors influence where people live.

Developing	Progressing	Proficient	Advanced
Define a city, state, region, and country	Give examples of cities, states, and regions	locate on a map the five largest cities in the United States and the 50 states	Analyze the economic characteristics that draw people to a region
Define a legend, scale, compass rose, and grid system	Give examples of different types of maps	Describe regions based on political and economic characteristics	Use latitude and longitude lines to interpret maps of the world
Identify important physical features in the United States	Describe regions based on physical characteristics	Use a legend, scale, compass rose, and grid system to interpret a variety of maps	Analyze how change in the environment during the first part of the 21st century has influenced population shifts in settlement in the U.S.
Identify and describe rural, urban, and suburban settlements	Explain how the population is distributed in the United States	Create a map showing important physical features	Analyze the positive and negative consequences of a particular historical event
Give an example of adapting and modify	Describe why people adapt and modify the environment	Explain the geographic factors that influence patterns of settlement	
		Explain what influences the location of major cities	
		Explain the positive and negative consequences of human modification	

Competency Progression 2: Early Colonization to American Revolution

The student understands the reasons for European colonization and the events that led to the conflict between the American colonies and Great Britain.

Developing	Progressing	Proficient	Advanced
Define an explorer	Explain why groups of people explored the United States	Explain how geography influenced where people explored	Compare the geographic factors that influenced both the Texas settlers and American colonial settlers
Identify the country of origin of those who explored what became the United States	Identify areas where people explored	Explain reasons why each country created their settlement in North America	Compare the motivations of the Texas leaders in the lead up to the Texas Revolution to that of the patriots during to the lead up to the American Revolution
Define colonization and settlement	Identify where European countries created their settlements	Describe the accomplishments of significant individuals in the settlement of the United States	Compare the U.S. Declaration to the Texas Declaration
Identify countries that created settlements in the New World	Identify where and when settlements were created	Compare a representative government and a monarchy	Compare the contributions of the Texas leaders during the Texas Revolution to the Founding Fathers
Define a representative government and a monarchy	Identify important people in the settlement of the United States	Explain the economic patterns in the colonies	Compare the effects of the American Revolution and the Texas Revolution
Define free enterprise	Identify examples of representative government in the American colonies	Explain how geographic factors influenced the location of economic activities in the colonies	
Identify colonial regions	Identify how the free enterprise system developed in colonial America	Sequence important events that led up to the American Revolution and events during the American Revolution	
Identify important events prior to the American Revolution	Identify major industries of colonial America	Explain the effects of each event	
Define a revolution	Explain the causes of important events prior to the American Revolution	Identify the motivations and contributions of individuals that led up to the American Revolution	
Describe what it means to declare independence			
Define a primary source			
Describe how wars end and define a treaty			

	<p>Describe how there was conflict between the American colonies and Great Britain</p> <p>Identify important individuals in the American Revolution</p> <p>Identify important events during the American Revolution</p> <p>Explain the purposes of the Declaration of Independence</p>	<p>Explain key parts of the Declaration of Independence and why it is important today</p> <p>Summarize the results of the American Revolution</p>	
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Competency Progression 7: Critical Thinking Skills

The student applies critical thinking skills to organize and use information acquired from a variety of valid sources.

Developing	Progressing	Proficient	Advanced
<p>Identifies primary sources</p> <p>Gathers information from a text</p> <p>Communicates ideas orally</p>	<p>Compares primary and secondary sources</p> <p>Identifies information in a text by Sequencing, categorizing and finding the main idea</p> <p>Expresses ideas orally or in written communication</p> <p>Reproduces visuals and written materials</p>	<p>Uses primary and secondary sources</p> <p>Analyzes 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</p> <p>Identifies the historical context of an event</p> <p>Expresses ideas orally and in written communication</p> <p>Creates visual and written materials</p>	<p>Makes connections between various primary sources to analyze information</p> <p>Identifies different points of view about an issue or topic</p> <p>Expresses ideas orally or creates written material based on research</p>