## Geography of the United States

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5.6</td>
<td><strong>Geography.</strong> The student uses geographic tools to collect, analyze, and interpret data.</td>
</tr>
<tr>
<td>5.7</td>
<td><strong>Geography.</strong> The student understands the concept of regions in the United States.</td>
</tr>
<tr>
<td>5.8</td>
<td><strong>Geography.</strong> The student understands the location and patterns of settlement and the geographic factors that influence where people live.</td>
</tr>
<tr>
<td>5.9</td>
<td><strong>Geography.</strong> The student understands how people adapt to and modify their environment.</td>
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## Process (Tools to Know)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.24(A)</td>
<td>use primary and secondary sources to acquire information</td>
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<tr>
<td></td>
<td>connected 5.25(A)</td>
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</tbody>
</table>

## Content

### Physical Geography

- **5.6(A)** apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- **5.6(B)** translate geographic data into a variety of formats such as raw data to graphs and maps

### Geographic Regions

- **5.7(A)** describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- **5.7(B)** 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
- **5.7(C)** 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
- **5.7(D)** locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains

### Human Geography: Settlement and Patterns of Land Use

- **5.8(A)** identify and describe the types of settlement and patterns of land use in the United States
- **5.8(B)** analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present
- **5.8(C)** explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present

### Adaptation and Modification of the Environment

- **5.9(A)** 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
- **5.9(B)** analyze the positive and negative consequences of human modification of the environment in the United States, past and present

## Process (Ways to Show)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.24(B)</td>
<td>analyze information in a variety of ways</td>
</tr>
<tr>
<td>5.24(C)</td>
<td>organize and interpret information from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>connected 5.24(D), 5.24(E), 5.25(A)</td>
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>> TEKS clusters typically requiring additional time and focus in the curriculum
### Colonial America

<table>
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<tr>
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</table>

#### 5.1 History
The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine.

#### 5.10 Economics
The student understands the basic economic patterns of early societies in the United States.

#### 5.14 Government
The student understands the organization of governments in colonial America.

**Connected Knowledge and Skills 5.11, 5.17**

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### Process (Tools to Know)

#### 5.24(A)
Use primary and secondary sources to acquire information

**connected 5.25(A)**

---

### Content

#### Reasons for Colonization

- **5.1(A)**
  - 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
  
  *Spiral Standards: 5.6(A), 5.8(A), 5.8(C), 5.9(A), 5.13(A), 5.13(B)*

- **5.1(B)**
  - Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams

- **5.10(A)**
  - Explain the economic patterns of early European colonists

- **5.10(B)**
  - Identify major industries of colonial America

- **5.11(A)**
  - Describe the development of the free enterprise system in colonial America and the United States

- **5.17(D)**
  - Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day

*Spiral Standards: 5.6(B), 5.7(C), 5.8(B), 5.9(B), 5.12(B), 5.13(C), 5.21(B), 5.22(A), 5.22(B)*

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### Representative Government and Its Growth

- **5.14(A)**
  - Identify and compare the systems of government of early European colonists, including representative government and monarchy

- **5.14(B)**
  - Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses

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### Process (Ways to Show)

- **5.24(B)**
  - Analyze information in a variety of ways

- **5.24(C)**
  - Organize and interpret information from a variety of sources

**connected 5.24(D), 5.24(E), 5.25(A)**
# American Revolution

## 5.2 History
The student understands how conflict between the American colonies and Great Britain led to American independence.

Connected Knowledge and Skills 5.4, 5.15, 5.17, 5.22

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<th>Process (Tools to Know)</th>
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<tbody>
<tr>
<td>5.24(A) use primary and secondary sources to acquire information</td>
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<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Causes of the American Revolution</td>
</tr>
<tr>
<td>5.2(A)* 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</td>
</tr>
<tr>
<td>5.2(B) 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</td>
</tr>
<tr>
<td>5.4(G)* identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups</td>
</tr>
<tr>
<td>5.22(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States</td>
</tr>
<tr>
<td>5.22(C)* summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</td>
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*Spiral Standards: 5.21(A), 5.21(B) |

<table>
<thead>
<tr>
<th>Events and Effects of the American Revolution</th>
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<tbody>
<tr>
<td>5.2(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military</td>
</tr>
<tr>
<td>5.15(A)* identify the key elements and the purposes and explain the importance of the Declaration of Independence</td>
</tr>
<tr>
<td>5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day</td>
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<td>Process (Ways to Show)</td>
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<tr>
<td>5.24(C) organize and interpret information from a variety of sources</td>
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</table>
**Constitution and Government**

5.3 **History.** 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.

5.16 **Government.** The student understands the framework of government created by the U.S. Constitution of 1787.

5.19 **Citizenship.** The student understands the importance of effective leadership in a constitutional republic.

**Process (Tools to Know)**

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5.24(A) use primary and secondary sources to acquire information

**Connected Knowledge and Skills** 5.15, 5.17, 5.20

**Content**

**Creation and Purpose of the Constitution**

- 5.3(A)* identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation
- 5.15(B)* explain the purposes of the U.S. Constitution as identified in the Preamble
- 5.3(B) 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
- 5.17(D) describe the origins and significance of national celebrations such as ... Constitution Day, ...
- 5.19(A) explain the contributions of the Founding Fathers to the development of the national government
- 5.19(B)* identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- 5.19(C)* identify and compare leadership qualities of national leaders, past and present  

**Principles of the Constitution**

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

**Bill of Rights**

- 5.15(C)* explain the reasons for the creation of the Bill of Rights and its importance
- 5.20(A)* 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

**Process (Ways to Show)**

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5.24(B) analyze information in a variety of ways
5.24(C) organize and interpret information from a variety of sources

**Spiral Standard**

**TEKS clusters typically requiring additional time and focus in the curriculum**
### Westward Expansion – Reconstruction

**5.4 History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century.

**Connected Knowledge and Skills** 5.7, 5.13, 5.19, 5.20, 5.22, 5.23

### Process (Tools to Know)

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### Content

#### Founding of a New Nation and U.S. Territorial Expansion

- **5.4(D)** identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
  - **Spiral Standards:** 5.6(A), 5.8(A), 5.8(C), 5.9(A), 5.13(A), 5.13(B), 5.23(B)
- **5.4(A)** describe the causes and effects of the War of 1812
- **5.4(C)** identify reasons people moved west
- **5.4(G)** identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups
- **5.7(B)** 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
- **5.7(C)** 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
- **5.17(B)** sing or recite "The Star-Spangled Banner" and explain its history
- **5.19(B)** identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.20(B)** describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens
- **5.22(C)** summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
  - **Spiral Standards:** 5.6(B), 5.8(B), 5.9(B), 5.13(B), 5.19(B), 5.21(A), 5.21(B), 5.22(A), 5.23(B)

#### Industrial Revolution

- **5.4(B)** identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
  - **Spiral Standards:** 5.6(A), 5.13(A), 5.23(B)
- **5.4(F)** explain how industry and the mechanization of agriculture changed the American way of life
- **5.13(E)** explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States
- **5.23(A)** 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
  - **Spiral Standards:** 5.12(B), 5.23(C)

#### Sectionalism, Civil War, and Reconstruction

- **5.4(E)** 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
  - **Spiral Standards:** 5.13(A), 5.13(B)
- **5.13(E)** explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States
  - **Spiral Standards:** 5.6(B), 5.13(C), 5.19(C), 5.21(A), 5.21(B)

### Process (Ways to Show)

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</table>
## The United States in the 20th Century

| 5.5 History | The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. |
| 5.11 Economics | The student understands the development, characteristics, and benefits of the free enterprise system in the United States. |

Connected Knowledge and Skills 5.4, 5.12, 5.13, 5.17, 5.18, 5.19, 5.20, 5.22

### Process (Tools to Know)

| 5.24(A) | use primary and secondary sources to acquire information |

connected 5.25(A)

### Content

#### Characteristics of the Free Enterprise System

- **5.11(B)** describe how the free enterprise system works in the United States
- **5.12(A)** explain how supply and demand affects consumers in the United States

*Spiral Standards: 5.13(A), 5.13(B)*

- **5.11(C)** give examples of the benefits of the free enterprise system in the United States

*Spiral Standards: 5.12(B), 5.13(C)*

#### Turn of the Century: Industrialization and Innovation

- **5.5(A)** 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
- **5.13(D)** describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

*Spiral Standards: 5.8(A), 5.8(C), 8.9(A), 5.13(A), 5.13(B), 5.23(B)*

- **5.4(F)** explain how industry and the mechanization of agriculture changed the American way of life

*Spiral Standards: 5.8(B), 5.9(B), 5.13(C), 5.23(A)*

#### World Wars and the Great Depression

- **5.5(A)** 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

*Spiral Standards: 5.8(A), 5.8(C), 5.13(A), 5.13(B)*

- **5.5(C)** 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 Airmen, 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

- **5.13(E)** explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States
- **5.17(D)** describe the origins and significance of national celebrations such as Memorial Day, Veterans Day
- **5.19(B)** identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

*Spiral Standards: 5.13(C), 5.19(C), 5.21(B)*

>> TEKS clusters typically requiring additional time and focus in the curriculum

(continued)
The United States in the 20th Century (continued)

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**5.5 History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries.

**5.11 Economics.** The student understands the development, characteristics, and benefits of the free enterprise system in the United States.

**Connected Knowledge and Skills** 5.4, 5.12, 5.13, 5.17, 5.18, 5.19, 5.20, 5.22

### Content

**Civil Rights Movements**

- **5.5(A)** 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

- **5.20(A)** 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

- **5.5(C)** 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 Airmen, 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

- **5.13(E)** explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States

- **5.18(A)** explain the duty individuals have to participate in civic affairs at the local, state, and national levels

- **5.19(B)** identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

- **5.20(B)** describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens

- **5.22(C)** summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

**Spiral Standards:** 5.21(B), 5.22(A)

### Process (Ways to Show)

- **5.24(B)** analyze information in a variety of ways

- **5.24(C)** organize and interpret information from a variety of sources

**connected 5.24(D), 5.24(E), 5.25(A)**

**TEKS clusters typically requiring additional time and focus in the curriculum**
### The United States in the 21st Century

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<tbody>
<tr>
<td>5.5</td>
<td>History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries.</td>
</tr>
<tr>
<td>5.23</td>
<td>Science, technology, and society. The student understands the impact of science and technology on society in the United States.</td>
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Connected Knowledge and Skills 5.13, 5.19, 5.22

### Process (Tools to Know)

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connected 5.25(A)

### Content

**21st Century Politics and Equality**

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<tr>
<td>5.19(B)*</td>
<td>identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</td>
</tr>
<tr>
<td>5.5(B)*</td>
<td>analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</td>
</tr>
<tr>
<td>5.13(E)</td>
<td>explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</td>
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*Spiral Standard: 5.19(C)*

**21st Century Contributions and Technology**

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<tr>
<td>5.23(B)*</td>
<td>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</td>
</tr>
<tr>
<td>5.22(C)*</td>
<td>summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</td>
</tr>
<tr>
<td>5.23(A)</td>
<td>identify the accomplishments of notable individuals in the fields of science and technology</td>
</tr>
<tr>
<td>5.23(D)</td>
<td>predict how future scientific discoveries and technological innovations could affect society in the United States</td>
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*Spiral Standard: 5.23(C)*

### Process (Ways to Show)

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connected 5.24(D), 5.24(E), 5.25(A)
American Identity

5.17 Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.

5.18 Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels.

5.19 Citizenship. The student understands the importance of effective leadership in a constitutional republic.

Connected Knowledge and Skills 5.20, 5.22

Process (Tools to Know)

5.24(A) use primary and secondary sources to acquire information connected 5.25(A)

Content

America: Symbols, Landmarks, and Traditions

5.17(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant
5.17(B) sing or recite "The Star-Spangled Banner" and explain its history
5.17(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag
5.17(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day
5.17(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore
5.22(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States
5.22(C)* summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

Spiral Standard: 5.21(B)

Citizenship: Rights and Responsibilities

5.20(A)* 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
5.18(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels
5.18(B) explain how to contact elected and appointed leaders in local, state, and national governments

Our Leaders

5.19(C)* identify and compare leadership qualities of national leaders, past and present Spiral Standard
5.19(A) explain the contributions of the Founding Fathers to the development of the national government
5.19(B)* identify past and present leaders in the national government, including the president and various members of Congress, and their political parties

Process (Ways to Show)

5.24(B) analyze information in a variety of ways
5.24(C) organize and interpret information from a variety of sources connected 5.24(D), 5.24(E), 5.25(A)
### PROCESS STANDARDS: SOCIAL STUDIES SKILLS

| CHECKPOINT | Unit |
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|            | 1    | 2 | 3 |

5.24 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

5.25 The student communicates in written, oral, and visual forms.

5.26 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

### TOOLS TO KNOW

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5.24(A) 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

5.25(A) use social studies terminology correctly

5.25(E) use standard grammar, spelling, sentence structure, and punctuation

5.26(A) 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

5.26(B) 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

### WAYS TO SHOW

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5.24(B) 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

5.24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

5.24(D) identify different points of view about an issue, topic, or current event

5.24(E) identify the historical context of an event

5.25(B) incorporate main and supporting ideas in verbal and written communication

5.25(C) express ideas orally based on research and experiences

5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
## SPIRAL STANDARDS
(content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course)

### Political Spiral Standards
- **5.19(B)** identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.19(C)** identify and compare leadership qualities of national leaders, past and present

### Economic Spiral Standards
- **5.13(A)** compare how people in different parts of the United States earn a living, past and present
- **5.13(B)** identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.23(B)** 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
- **5.12(B)** evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States
- **5.13(C)** analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States
- **5.23(C)** explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States

### Geographic Spiral Standards
- **5.6(A)** apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- **5.7(A)** describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- **5.8(A)** identify and describe the types of settlement and patterns of land use in the United States
- **5.8(C)** analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present
- **5.9(A)** 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
- **5.6(B)** translate geographic data into a variety of formats such as raw data to graphs and maps
- **5.8(B)** explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- **5.9(B)** analyze the positive and negative consequences of human modification of the environment in the United States, past and present

### Social Spiral Standards
- **5.21(A)** 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"
- **5.21(B)** explain how examples of art, music, and literature reflect the times during which they were created
- **5.22(A)** identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States