



Clint I.S.D.
Social Studies Scope & Sequence
5th grade
2009-10

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks TAKS Reading TAKS Math	6th Six Weeks TAKS Science & Reading, Math Retakes
Aug 24-Oct 2	Oct 5 – Nov 6	Nov 9 – Dec 18	Jan 5 – Feb 19	Feb 22 – Apr 16	Apr 19 – June 4
<u>Geography</u>	<u>Exploration</u>	<u>Colonization</u>	<u>American Revolution</u>	<u>Civil War</u>	<u>20th Century</u>
Maps, graphs, charts	Native Americans	Spanish	Uniting the colonies • French & Indian War	Causes and effects of the Civil War • Slavery & Freedom • Union breaks apart	20th Century • WW I • Urbanization • Mechanization of Agriculture • Great Depression
Regions	European Exploration	French	Revolutionary War	Civil War • Battles • Gettysburg Address	• WW II
Continents	Spanish Conquerors	English • Jamestown • Plymouth	Declaration of Independence • <i>Thomas Jefferson</i> • <i>Benjamin Franklin</i>	Nation Reunited • Reconstruction) • 13 th , 14 th , 15 th Amendments (<i>Student text p. R30-31</i>)	Inventors & Scientists: • <i>John J. Audubon</i> • <i>Neil Armstrong</i> • <i>Clarence Birdseye</i> • <i>George Washington Carver</i> • <i>Thomas Edison</i> • <i>Carl Sagan</i>
Oceans	Northwest Passage	New England Colonies • <i>Anne Hutchinson</i> • <i>William Penn</i>	Fighting the War • <i>George Washington</i>	Rise of New Industries • Oil industry	Historical Figures: • <i>Neil Armstrong</i> • <i>Carrie Chapman Catt</i>
Rivers		Mid-Atlantic Colonies	U. S. Constitution • <i>James Madison</i> • <i>Benjamin Banneker</i>	A Changing People • Immigrants	• <i>Martin Luther King</i> • <i>Rosa Parks</i> • <i>Colin Powell</i>
Constitution Day Sept 17		Southern Colonies	• 3 Branches of Gov't		• <i>Franklin Delano Roosevelt</i> • <i>Cesar Chavez</i>
Freedom Week		Economics	Industrial Revolution		• <i>Gen. Dwight D Eisenhower</i>

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Social Studies Scope & Sequence
5th grade
2009-10**



**2009-10 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
5th gr / Social Studies

**1st Six Weeks - (29 days of instruction)
August 24, 2008-October 2, 2009**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data.</p> <p>(7) Geography. The student understands the concept of regions.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live</p>	<p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;</p> <p>(B) translate geographic data into a variety of formats such as raw data to graphs and maps</p> <p>(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;</p> <p>(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and</p> <p>(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.</p>	<p>Map title/key/scale</p> <p>Compass rose Symbol Inset map Political region</p> <p>Economic region</p> <p>Cardinal/ intermediate directions</p> <p>Landforms</p> <p>Climate</p> <p>Latitude/ longitude</p> <p>Physical Characteristics</p> <p>Geographic factors</p>		<p>Oral Presentations Plays Group work Projects Songs</p>	<p>Maps Grid system Scales Symbols Compass rose</p> <p>US regions, Political Economic Population</p> <p>Landforms Climate Vegetation</p> <p>Regions</p> <p>Cities States (Continents review) Oceans and rivers review)</p>	<p>www.nationalgeographic.com</p> <p>www.studyisland.com</p> <p>www.abcteach.com \$</p> <p>www.readinga-z.com</p> <p>www.georgetownisd.org</p> <p>www.VirtualLibrary.com</p> <p>www.AnimatedAtlas.com</p> <p>www.edHelper.com \$</p> <p>www.enchantedlearning.com</p> <p>www.coreknowledge.org</p> <p>www.unitedstreaming.com</p> <p>What is Geography? Video Quiz – Physical Geography?</p>

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<p>(14) Economics. The student understands patterns of work and economic activities in the United States.</p> <p>(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution.</p> <p>(17) Government. The student understands the framework of government created by the U.S. Constitution</p>	<p>(C) analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present</p> <p>(A) analyze how people in different parts of the United States earn a living, past and present;</p> <p>(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;</p> <p>(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p> <p>(A) identify and explain the basic functions of the three branches of government;</p> <p>(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution;</p>				<p>U.S. Constitution Day (September 17th)</p> <p>Freedom Week</p>	

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<p>(18) <u>Citizenship</u>. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>(B) sing or recite The Star-Spangled Banner and explain its history; (C) recite and explain the meaning of the Pledge of Allegiance; and (D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p>					<p>www.edhelper.com</p> <p><u>U.S. Facts & Fun</u> gr 4-6 Evan Moore</p> <p>The Star Spangled Banner The Pledge of Allegiance</p> <p>Horizons pp. 392-393 pp. 643 pp. 644-645</p> <p>Horizons Student Reference p. R36-37</p> <p>www.unitedstreaming.com Celebrating America: Symbols and Ceremonies of the United States</p> <p>Symbols of America</p> <p>The Star-Spangled Banner</p>

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GRADE/SUBJECT:
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2nd Six Weeks - (24 days of instruction)
October 5, 2009-November 6, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>Exploration</p> <p>(4) <u>History</u>. The student understands political, economic, and social changes that occurred in the United States during the 19th century.</p>	<p>(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.</p>	<p>Ancestors Artifacts Ancient Adapt Ceremony Extinct Totem pole Barter Tepee Lodge Slash and burn Wigwam Pottery Palisades Council Hogan Pueblo Tribe Sod Travois Nomads</p>	<p>Graphic organizers Discussions Outlines</p>		<p>First Americans Select:</p> <ul style="list-style-type: none"> • Pueblo • Northwest • Plains • Eastern Woodland 	<p>www.georgetownisd.org www.VirtualLibrary.com www.AnimatedAtlas.com www.edHelper.com www.enchantedlearning.com</p> <p>Harcourt-Horizons pg. 55-59</p> <p>pg. 70-75</p> <p>pg. 76-80</p> <p>pg. 81-85</p> <p>pg. 86-90</p>
<p>(1) <u>History</u>. The student understands the causes and effects of European colonization in the United States</p>	<p>(A) explain when, where, and why groups of people colonized and settled in the United States.</p>	<p>Astrolab Cartographer Monarchy Claim Encounter Empire Renaissance Profit Compass Conquistador Grant</p>	<p>Observations Speaking/Writing Short answers</p>		<p>The world in the 1400s:</p>	

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October 5, 2009-November 6, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(10) Economics. The student understands the basic economic patterns of early societies in the United States.</p> <p>(11) Economics. The student understands the reasons for exploration and colonization.</p> <p>(18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>(A) explain the economic patterns of various early Native-American groups in the United States.</p> <p>(B) explain the economic patterns of early European colonists.</p> <p>(A) identify the economic motivations for European exploration and settlement in the United States.</p> <p>(D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p>	<p>Northwest Passage Estuary Adapt Archeologist Staple</p>	<p>Reports Vocabulary Objective quizzes Worksheets</p> <p>Speaking/Writing Discussions Short answers</p>		<ul style="list-style-type: none"> • Americas • Europe • Asia • Africa <p>Background of European exploration.</p> <p>Europeans explore the world.</p> <ul style="list-style-type: none"> • Spanish • French • English • Dutch <p>Columbus Day October 12th</p>	<p>pg. 105-111</p> <p>pg. 106-107</p> <p>pg. 108-109</p> <p>pg. 109-110</p> <p>pg. 110-111</p> <p>pg. 112-119</p> <p>pg. 121-126</p> <p>pg. 127-135</p> <p>pg. 136-139</p> <p>pg. 121</p> <p>Horizons p. H2 (Columbus Day)</p>

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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.</p>	<p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p> <p>(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and</p> <p>(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p>		<p>Labels Graphic organizers Worksheets</p> <p>Discussions Observations Speaking/Writing</p> <p>Outlines Short answers Defining</p>			

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Instructional Planning Guide**

GRADE/SUBJECT:
5th gr / Social Studies

3rd Six Weeks - (25 days of instruction)
November 9, 2009 – December 18, 2009

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>Colonization</p> <p>(1) History. The student understands the causes and effects of European colonization in the United States.</p> <p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>(9) Geography. The student understands how</p>	<p>(A) explain when, where, and why groups of people colonized and settled in the United States; and</p> <p>(B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p> <p>(A) identify and describe the types of settlement and patterns of land use in the United States;</p> <p>(B) describe clusters of settlement in the United States and</p>	<p>Public office Specialized Puritan Charter Common Expel Consent Sedition Fundamental Frontier Industry Import/Export Naval store Trial by jury Justice Farm produce Great Awakening Township Immigrant Militia Almanac Petition Plantation Legislature Pilgrim Repeal Treason Boycott Blockade</p>	<p>Oral Presentations Discussions Graphic Organizers</p> <p>Objective quizzes Vocabulary Worksheets</p> <p>Oral presentations Graphic organizers Discussions</p>		<p>Spanish colonization</p> <p>(Reasons for and effects of colonization)</p> <p>French colonization</p> <p>English colonization</p> <p>Biographies: Anne Hutchinson John Smith William Penn Roger Williams</p> <p>Patterns of settlement: Jamestown Plymouth Massachusetts Bay Colonial Philadelphia</p>	<p>www.georgetownisd.org www.VirtualLibrary.com www.AnimatedAtlas.com www.edHelper.com www.enchantedlearning.com</p> <p>Harcourt Horizons Chapter 4, pg. 143-178 Chapter 5, pg. 188-207 Chapter 6, pg. 209-223 Chapter 7, pg. 231-255</p> <p>Pg. 195 Pg. 161 Pg. 218 Pg. 194 Time for Kids Readers Harcourt <i>The Exile of Roger Williams</i></p> <p>www.streaming.discoveryeducation.com American Geography Pacific Region American Geography Southern Region American Geography Maps, regions, resources, and climate</p> <p>Pg. 160-164 Pg. 166-170 Pg. 188-193</p> <p>Pg. 218-222</p> <p>Pg. 232-239</p>

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people adapt to and modify their environment.	explain their distribution; (A) describe ways people have adapted to and modified their environment in the United States, past and present; (B) identify reasons 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; and		Worksheets Vocabulary Objective quizzes Essays Diagrams Illustrations Graphs Graphic Organizers Short answers Oral Presentations		Settlement of the South Southern plantations Southern cities New England economy Breadbasket Colonies Southern Plantations God Gold Glory (3 Gs)	Pg. 241-241 Pg. 248-251 Pg. 200-204 Pg. 215-218 Pg. 248-251
(10) Economics. The student understands the basic economic patterns of early societies in the United States.	(C) analyze the consequences of human modification of the environment in the United States, past and present. (B) explain the economic patterns of early European colonists.		Worksheets Vocabulary Objective quizzes		New England economy Breadbasket Colonies Southern Plantations	p. 200-204 p. 215-218 p. 248-251
(11) Economics. The student						

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<p>understands the reasons for exploration and colonization.</p> <p>(12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States.</p>	<p>(A) identify the economic motivations for European exploration and settlement in the United States; and</p> <p>(B) identify major industries of colonial America.</p> <p>(A) describe the development of the free enterprise system in colonial America and the United States development of the free enterprise system in colonial America and the United States</p>		<p>Graphic organizers Short answers Defining</p> <p>Defining Oral presentations Discussions</p> <p>Essays Diagrams Graphs</p> <p>Worksheets Objective quizzes Vocabulary</p> <p>Graphic Organizers Define Short Answers</p>		<p>Mayflower Compact Virginia House of Burgesses</p> <p>Period art, music and</p>	<p>www.streaming.discoveryeducation.com Colonial America Native Americans: American Heritage Series American Revolution from Colonies to Constitution French Explorers : Colonization of Louisiana</p>

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(15) Government. The student understands how people organized governments in colonial America.	(B) describe how the free enterprise system works in the United States (C) give examples of the benefits of the free enterprise system in the United States.		Vocabulary Objective Quizzes Worksheets Graphic Organizers Short Answers Discussions		literature Puritans Pilgrims Quakers	Pg. 166 - 168 See websites listed above.
(22) Culture. The student understands the relationship between the arts and the times during which they were created.	(A) compare the systems of government of early European colonists; and (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.		Puzzles/Games Graphic organizers Booklets		Thanksgiving 4 th of July Columbus Day Biographies	Pg. 168 Pg. 306 Pg. 123 See TE-Holiday Activities (turquoise blue tab) H1-12
(23) Culture. The student understands the contributions of people of various racial, ethnic,			Booklets Projects Cartoons		Writing Oral presentations Booklets	Pg. 262, 393 & 216 See TE Thinking Organizers (royal blue tab) T1-28

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<p>and religious groups to the United States.</p> <p>(26) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>(A) identify significant examples of art, music, and literature from various periods in U.S. history; and</p> <p>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p> <p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States</p> <p>(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and</p>		<p>Puzzles/Games Booklets Graphic organizers</p>			

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<p>(26) Social studies skills. The student communicates in written, oral, and visual forms.</p> <p>(8) Geography The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p>	<p>(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>					

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	<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present</p>					

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4th Six Weeks - (33 days of instruction)
January 5, 2010– February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>American Revolution</p> <p>(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence.</p> <p>(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.</p>	<p>(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p> <p>(B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and</p> <p>(C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.</p> <p>(A) identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution; and</p> <p>(B) summarize the events that led to the creation of the U.S. Constitution.</p>	<p>American Revolution</p> <p>Colonies Government Loyalists Patriots Consequences Amendments Tories Stamp Tax Liberty Declaration Enlist Branches Traitor Minutemen Valley Forge Lawyer Advisor Plantation Pacifists Negotiate Statutes Chairman Mercenary Militia Unite Allegiance Preamble Checks Confederation Judicial Legislative Executive Supreme Court</p>	<p>Worksheets Labels Vocabulary quizzes Reports</p> <p>Analytical performance tasks Illustrations/ Diagrams Open-Ended Essays Graphs Speaking/Writing Graphic Organizers Defining Show and Tell Observations Short Answers Outlines Discussions</p>		<p>American Revolution</p> <p>Stamp Act</p> <p>Boston Massacre Boston Tea Party First Continental Congress Second Continental Congress American Revolution Independence African-American role in American Revolution Women’s role n American Revolution</p>	<p>www.georgetownisd.org www.VirtualLibrary.com www.AnimatedAtlas.com www.edHelper.com www.enchantedlearning.com www.esc19.net www.about.com www.earlyamerica.com www.funsocialstudies.learninghaven.com www.kent.k12.wa.us www.socialstudiesforkids.com</p> <p>Harcourt <u>Horizons</u> pg. 280-285</p> <p>pg. 288-292</p> <p>pg. 293 -297</p> <p>pg. 302 – 312</p> <p>pg. 322 -329</p> <p>www.unitedstreaming.com Field Trips to yesterday: The road to the revolution: Historical Boston</p>

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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution.	(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.		Worksheets Labels Vocabulary Objective quizzes Reports		Articles of Confederation Constitution Bill of Rights Government Branches	The Life and time of George Washington pg. 342 – 363 pg. 366 – 372
(17) Government. The student understands the framework of government created by the U.S. Constitution.	(A) identify and explain the basic functions of the three branches of government; (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution;				Biographies of: Thomas Jefferson George Washington James Madison Roger Sherman	www.unitestreaming.com An American Revolution: From constitution: The American Colonies Our Constitution: The document that gave birth to a Nation
(18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	(B) sing or recite The Star-Spangled Banner and explain its history; (C) recite and explain the meaning of the Pledge of Allegiance; and (D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.		Speaking/ Writing Graphic Organizers Defining Show and Tell Observations Short Answers Outlines Discussions			

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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
(21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.	(D) summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.	Worksheets Labels Vocabulary Objective quizzes Reports				Video Streaming www.unitedstreaming.com An American Revolution: From colonies to constitution: was for independence
(22) Culture. The student understands the relationship between the arts and the times during which they were created.	(A) identify significant examples of art, music, and literature from various periods in U.S. history; and (B) explain how examples of art, music, and literature reflect the times during which they were created.	Worksheets Labels Vocabulary Objective quizzes Reports	Performance Tasks Maps/Models Puzzles/ Games Simulations Products Graphic Organizers Journal			
(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (D) identify different points of view about an issue or topic;	Analytical Performance Tasks Illustrations/Diagrams Open-Ended Essays Abstracts Statistical Interpretation Database/Spreadsheets Graphs Subjective Assessments				

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4th Six Weeks - (33 days of instruction)
January 5, 2010– February 19, 2010

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
(26) Social studies skills. The student communicates in written, oral, and visual forms.	(A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication					
(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	(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;					
(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution.	A) identify the purposes and explain the importance of the Declaration of Independence					

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GRADE/SUBJECT:
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**5th & 6th Six Weeks - (33 days of instruction)
Feb 22, 2010 – June 4, 2010**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><u>Civil War</u></p> <p>(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.</p>	<p>(F) explain how industry and the mechanization of agriculture changed the American way of life; and</p> <p>(A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;</p> <p>(B) identify reasons people moved west;</p> <p>(C) identify examples of U.S. territorial expansion;</p>	<p><u>Civil War</u></p> <p>Industrial Revolution Textile Mass production Cotton Gin Supply/Demand</p> <p>Sectionalism States' rights Free/slave states Emancipation Abolitionist Secede Confederacy/Union Amendment</p>	<p>Discussions Defining Outlines</p> <p>Worksheets Vocabulary Speaking/Writing</p>		<p><u>Civil War</u></p> <p>Growth in manufacturing Inventions in farming</p> <p>Events leading to Civil War</p> <ul style="list-style-type: none"> • Missouri Compromise • Kansas-Nebraska Act • Dread Scott Decision • Slavery and the Southern economy • Laws pertaining to slavery • Underground Railroad • Women/Abolitionists and the anti-slavery movement • Abraham Lincoln • Confederate States of America • Reasons Southern states left the Union 	<p>www.georgetownisd.org www.VirtualLibrary.com www.AnimatedAtlas.com www.edHelper.com www.enchantedlearning.com www.harcourtschool.com/socialstudies.com</p> <p>Harcourt <u>Horizons</u> pgs. 412 – 419 Lesson 5 review pg. 419 Activity Book pg. 109 TAKS with Social Studies Content pg. 59</p> <p>pgs. 436 – 441 Lesson 1 review pg. 441 (teacher guided) Activity Book pg. 112 TAKS with Social Studies Content pg, 61 Optional: Teacher generated questions</p> <p>pgs. 444- 449 Lesson 2 review pg. 449 (teacher guided) Activity Book pg. 114 TAKS with Social Studies Content pg, 62 Optional: Teacher generated questions</p>

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5th & 6th Six Weeks - (33 days of instruction)
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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(25) Social studies skills. The student applies critical-thinking skills</p>	<p>(D) describe the causes and effects of the Civil War;</p> <p>(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;</p> <p>(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.</p> <p>(A) differentiate between, locate, and use primary and secondary</p>		<p>Graphic Organizers Show & Tell Short Answers</p> <p>Discussions Defining Outlines</p> <p>Original Stories Reports Research</p>		<ul style="list-style-type: none"> • Fort Sumter/ Beginning of Civil War (Overview of Civil War battles and Union victory.) <p>Results of Civil War</p> <ul style="list-style-type: none"> • Emancipation Proclamation • 13th, 14th and 15th Amendments <p>Contributions of different groups of Americans to the Civil War effort.</p>	<p>pgs. 450 – 455 Lesson 3 review pg. 445 (teacher guided) Activity Book pg. 115 TAKS with Social Studies Content pg, 63 Optional: Teacher generated questions</p> <p>(pgs. 458 – 471) Activity Book pg. 118</p> <p>pg. 461</p> <p>pg. Reference (R30 – 31)</p> <p>pg. 446 - 449</p> <p>pg. 444 - 449 Lesson 4 review pg. 499 (teacher guided) Activity Book pg. 128 TAKS with Social Studies Content pg. 70</p>

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to organize and use information acquired from a variety of sources including electronic technology.	<p>sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>(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;</p> <p>(C) organize and interpret</p>					

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<p>(26) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced the participants in an event;</p> <p>(A) use social studies terminology correctly;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create</p>					

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(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation (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					

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	effectiveness of the solution; and (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					

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<p>6th 6 Weeks 20th Century</p> <p>(9) Geography. The student understands how people adapt to and modify their environment.</p> <p>(14) Economics. The student understands patterns of work and economic activities in the United States.</p>	<p>(A) describe ways people have adapted to and modified their environment in the United States, past and present;</p> <p>(B) identify reasons 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; and</p> <p>(C) analyze the consequences of human modification of the environment in the United States, past and present.</p> <p>(A) analyze how people in different parts of the United States earn a living, past and present;</p> <p>(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;</p> <p>(C) analyze the effects of immigration, migration, and</p>	<p>Urban Industry Great Depression Adaptation Human Resources Free Enterprise System Supply Demand Business Agriculture Plantation System Immigration Migration Due Process Trial by Jury Right to an Attorney Fundamental Right</p>	<p>Graphic Organizers Speaking/Writing</p> <p>Worksheets Vocabulary Objective quizzes</p> <p>Open-ended essays Subjective assessments</p>	<p>Worksheets Vocabulary Objective quizzes Graphic Organizers Speaking/Writing Open-ended</p>	<p>A Growing Nation (Immigration)</p>	<p>www.georgetownisd.org www.VirtualLibrary.com www.AnimatedAtlas.com www.edHelper.com www.enchantedlearning.com www.harcourtschool.com www.timeforkids.com www.esc19.net www.niehs.nih.gov mr_sedivy.tripod.com (go to quotes) quotation.about.com</p> <p>Harcourt <u>Horizons</u></p>

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<p>(12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States.</p>	<p>limited resources on the economic development and growth of the United States;</p> <p>(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;</p> <p>(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and</p> <p>(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</p> <p>(A) describe the development of the free enterprise system in colonial America and the United States;</p> <p>(B) describe how the free enterprise system works in the United States; and</p> <p>(C) give examples of the benefits of the free enterprise</p>			<p>essays Subjective assessments</p> <p>Graphic Organizers Speaking/Writing</p> <p>Open-ended essays Subjective assessments</p> <p>Graphic Organizers Speaking/Writing</p>		<p>A changing economy and free enterprise economy</p>

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<p>(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system.</p> <p>(18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p>	<p>system in the United States.</p> <p>(A) explain how supply and demand affects consumers in the United States; and</p> <p>(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</p> <p>(A) explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;</p> <p>(B) sing or recite The Star-Spangled Banner and explain</p>			<p>Research papers Essays</p> <p>Speaking/Writing Graphic Organizers Short Answers</p> <p>Vocabulary Quizzes</p> <p>Speaking/Writing Graphic Organizers Show and Tell</p>		<p>Civic Affairs Working Together Identify Political Symbols Biographies Songs</p>

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<p>(19) Citizenship. The student understands the importance of individual participation in the democratic process.</p> <p>(21) Citizenship. The student understands the fundamental rights of American</p>	<p>its history;</p> <p>(C) recite and explain the meaning of the Pledge of Allegiance; and</p> <p>(D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.</p> <p>(C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and</p> <p>(D) explain how to contact elected and appointed leaders in the national governments.</p>			<p>Reports</p> <p>Graphic organizer Speaking/writing Defining</p> <p>Worksheets Objective quizzes</p> <p>Reports</p> <p>Graphic organizers Speaking/writing</p> <p>Objective Quizzes and reports Discussion</p>		

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<p>States.</p> <p>(26) Social studies skills. The student communicates in written, oral, and visual forms.</p> <p>(5) History. The student understands important issues, events, and individuals of the 20th century in the United States.</p>	<p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p> <p>(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and</p> <p>(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(B) identify the</p>					

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	<p>accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.</p>					