Texas Social Studies

Grade 5 (2022)

Adopted 2022

The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to: 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; and 5.1.A **B.** describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams. 5.1.B
The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to: 5.2	**A.** analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party; 5.2.A **B.** identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and 5.2.B **C.** summarize the results of the American Revolution, including the establishment of the United States. 5.2.C
The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution. 5.3	**3.** The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution. 5.3

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The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: 5.4	**A.** describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing; 5.4.A
	B. identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States; 5.4.B
	C. identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny; 5.4.C
	D. explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; 5.4.D
	E. explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and 5.4.E
	F. identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad. 5.4.F
The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries . The student is expected to: 5.5	**A.** explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions; 5.5.A
	B. analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and 5.5.B
	C. identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics. 5.5.C
The student understands places and regions in the United States. The student is expected to: 5.6	**A.** describe political and economic regions in the United States that result from patterns of human activity; 5.6.A
	B. describe regions in the United States based on physical characteristics such as landform, climate, and vegetation; 5.6.B
	C. locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and 5.6.C
	D. create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains. 5.6.D
Th un loc Skip to main content	identify and describe the patterns of settlement such as rural, urban, and suburban; 5.7.A

settlement and the geographic factors that influence where people live. The student is expected to: 5.7	B. explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and 5.7.B
	C. analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution. 5.7.C
The student understands how people adapt to and modify their environment. The student is expected to: 5.8	A. describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and 5.8.A
	B. analyze the positive and negative consequences of human modification of the environment in the United States. 5.8.B
The student understands the basic economic patterns of early societies in the United States. The student is expected to: 5.9	A. explain the economic patterns of early European colonies; and 5.9.A
	B. identify major industries of colonial America such as shipbuilding and growing of cash crops. 5.9.B
The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to: 5.10	A. identify the development of the free enterprise system in colonial America and the United States; 5.10.A
	B. describe how the free enterprise system works in the United States; and 5.10.B
	C. give examples of the benefits of the free enterprise system in the United States. 5.10.C
The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to: 5.11	A. explain how supply and demand affects consumers in the United States; and 5.11.A
	B. evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States. 5.11.B
The student understands patterns of work and economic activities in the United States. The student is ex	A. compare how people in different regions of the United States earn a living, past and present; 5.12.A
	B. identify and explain how geographic factors have influenced the location of economic activities in the United States; 5.12.B
	analyze the effects of immigration and migration on the economic development and growth of the United States; and 5.12.C

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	D. describe the impact of mass production, specialization, and division of labor on the economic growth of the United States. 5.12.D
The student understands the organization of governments in colonial America. The student is expected to: 5.13	**A.** compare the systems of government of early European colonists, including representative government and monarchy ; and 5.13.A
	B. identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses. 5.13.B
The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to: 5.14	**A.** explain the purposes, key elements, and the importance of the Declaration of Independence; 5.14.A
	B. explain the purposes of the U.S. Constitution as identified in the Preamble; and 5.14.B
	C. explain the reasons for the creation of the Bill of Rights and its importance. 5.14.C
The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to: 5.15	**A.** identify and explain the basic functions of the three branches of government; 5.15.A
	B. identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and 5.15.B
	C. distinguish between national and state governments and compare their responsibilities in the U.S. federal system. 5.15.C
The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to: 5.16	**A.** explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant; 5.16.A
	B. sing or recite "The Star-Spangled Banner" and explain its history; 5.16.B
	C. recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and 5.16.C
	D. explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore. 5.16.D
The student understands the importance of individual participation in the democratic process at the na	**A.** explain why individuals have a duty to participate in civic affairs at the local, state, and national levels ; 5.17.A
	B. explain how to contact elected and appointed leaders in local, state, and national governments; and 5.17.B
	use voting as a method for group decision making. 5.17.C

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student is expected to: 5.17	
The student understands the importance of effective leadership in a constitutional republic. The student is expected to: 5.18	**A.** identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and 5.18.A **B.** identify leadership qualities of national leaders, past and present. 5.18.B
The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed 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. 5.19	**19.** The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed 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. 5.19
The student understands the relationship between the arts and the times during which they were created. The student is expected to: 5.20	**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"; and 5.20.A **B.** explain how examples of art, music, and literature reflect the times during which they were created. 5.20.B
The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to: 5.21	**A.** describe customs and traditions of various racial, ethnic, and religious groups in the United States; and 5.21.A **B.** summarize the contributions of people of various racial, ethnic, and religious groups to our national identity. 5.21.B

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The student understands the impact of science and technology on society in the United States. The student is expected to: 5.22	**A.** identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong; 5.22.A
	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; and 5.22.B
	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. 5.22.C
The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: 5.23	**A.** differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States ; 5.23.A
	B. identify and ask questions about the credibility of different kinds of primary and secondary sources; 5.23.B
	C. analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; 5.23.C
	D. organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; 5.23.D
	E. identify different points of view about an issue, topic, historical event, or current event; 5.23.E
	F. identify the historical context of an event; 5.23.F
	G. identify the central claim in a primary or secondary source; and 5.23.G
	H. develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic. 5.23.H
The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: 5.24	**A.** apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and 5.24.A
	B. interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. 5.24.B
Th co wr	use social studies terminology correctly; 5.25.A

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forms. The student is expected to: 5.25	**B.** incorporate main and supporting ideas in verbal and written communication; 5.25.B
	C. express ideas orally based on research and experiences; 5.25.C
	D. create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and 5.25.D
	E. apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives. 5.25.E
The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: 5.26	**A.** use democratic procedures to simulate making decisions on school, local, or state issues; and 5.26.A
	B. use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. 5.26.B