

## 2021-2022 Fifth Grade Social Studies Year at a Glance

### Year at a Glance Historical Timelines

Dates	Cluster
8/12 - 8/27 2 weeks + 2 days	<b>Cluster 1</b> Age of Discovery
8/30 - 9/24 4 weeks	<b>Cluster 2</b> Early America & Life in the Colonies <i>(Includes Celebrate Freedom Week)</i>
9/27 - 10/29 5 weeks	<b>Cluster 3</b> America Rebels: The Fight For Independence
11/1 - 11/19 3 weeks	<b>Cluster 4</b> Creating a New Nation
11/29 - 12/17 3 weeks	<b>Cluster 5</b> The War of 1812 and Moving West
1/4 - 2/4 5 weeks	<b>Cluster 6</b> The Civil War: A Nation Divided
2/7 - 3/4 4 weeks	<b>Cluster 7</b> Industrialization and Urbanization
3/14 - 4/14 5 weeks	<b>Cluster 8</b> The World at War: WWI, The Great Depression & WWII
4/19 - 5/6 3 weeks	<b>Cluster 9</b> The Civil Rights Movement and the Space Race
5/9 - 5/20 2 weeks	<b>Cluster 10</b> The U.S.A. Today

Fifth Grade Social Studies Scope and Sequence  
Fifth Grade Essential Standards Vertical Alignment

**Cluster 1: Age of Discovery**

The Social Studies skills should be embedded daily throughout student learning opportunities. The following standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills.

**5.23 Social studies skills.** 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.B 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 organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

5.23.D identify different points of view about an issue, topic, historical event, or current event

5.23.E identify the historical context of an event

**5.24 Social studies skills.** 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

5.24.B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

**5.25 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

5.25.A use social studies terminology correctly

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

**5.26 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

5.26.A 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

<b>Cluster 1:</b> Age of Discovery  <b>Suggested Pacing:</b> 8/12 - 8/27 2 weeks + 2 days	Knowledge and Skills	<b>5.1 History.</b> 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:
	Readiness	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
	Knowledge and Skills	<b>5.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

	Readiness <i>*Essential</i>	5.7(A) identify and describe the patterns of settlement such as rural, urban, and suburban; 5.7(A) Patterns of Settlement Pre Assessment/Digital Option
	Supporting	5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States;

## Cluster 2: Early America & Life in the Colonies *(Includes Celebrate Freedom Week)*

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)



### Celebrate Freedom Week: September 13th -17th

State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. Each year, during the week that includes September 17, Texas schools honor Celebrate Freedom Week (TEC § 29.907) to highlight the values and ideals on which the United States was founded as well as the sacrifices that were made for freedom in the founding of our country. Students learn about the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights. Students also examine the relationship between the ideas in these documents and subsequent American history. Celebrate Freedom Week coincides with Constitution Week, established by the U.S. Congress to encourage all Americans to learn about the Constitution. Both Celebrate Freedom Week and Constitution Week focus on September 17, the date in 1787 when delegates to the Constitutional Convention signed the Constitution. Congress has also designated September 17 of each year as Constitution Day.

Each school district shall require that, during Celebrate Freedom Week prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text:


*"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."*

<p><b>Cluster 2:</b> Early America &amp; Life in the Colonies <i>(Includes Celebrate Freedom Week)</i></p> <p><b>Suggested Pacing:</b> 8/30 - 9/24 4 weeks</p>	Knowledge and Skills	<b>5.1 History.</b> 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:
	Readiness	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
	Supporting	5.1(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.
	Knowledge and Skills	<b>5.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness <i>*Essential</i>	5.7(A) identify and describe the patterns of settlement such as rural, urban, and suburban; 5.7(A) Patterns of Settlement Pre Assessment/Digital Option
	Supporting	5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and
Knowledge and Skills	<b>5.8 Geography.</b> The student understands how people adapt to and modify their environment. The student is expected to:	

Readiness <i>*Essential</i>  	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 5.8(A) Adaptations and Modifications Pre Assessment
Knowledge and Skills	<b>5.9 Economics.</b> The student understands the basic economic patterns of early societies in the United States. The student is expected to:
Supporting	5.9(A) explain the economic patterns of early European colonies; and
Supporting	5.9(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.
Knowledge and Skills	<b>5.10 Economics.</b> The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
Supporting	5.10(A) identify the development of the free enterprise system in colonial America and the United States
Knowledge and Skills	<b>5.12 Economics.</b> The student understands patterns of work and economic activities in the United States. The student is expected to:
Readiness	5.12(A) compare how people in different regions of the United States earn a living, past and present;
Readiness	5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
Knowledge and Skills	<b>5.13 Government.</b> The student understands the organization of governments in colonial America. The student is expected to:
Readiness	5.13(A) compare the systems of government of early European colonists, including representative government and monarchy; and
Supporting	5.13(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

### Cluster 3: America Rebels: The Fight For Independence

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 3:</b> America Rebels: The Fight For Independence</p> <p><b>Suggested Pacing:</b> 9/27 - 10/29 5 weeks</p>	Knowledge and Skills	<b>5.2 History.</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:
	Readiness <i>*Essential</i> 	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) American Revolution Pre Assessment
	Supporting	5.2(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
	Readiness	5.2(C) summarize the results of the American Revolution, including the establishment of the United States.
	Knowledge and Skills	<b>5.14 Government.</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:
	Supporting	5.14(A) explain the purposes, key elements, and the importance of the Declaration of Independence;
	Knowledge and Skills	<b>5.20 Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to:
	Supporting	5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"

## Cluster 4: Creating a New Nation

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<b>Cluster 4:</b> Creating a New Nation  <b>Suggested                  Pacing:</b> 11/1 - 11/19 3 weeks	Knowledge and Skills	<b>5.3 History.</b> 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
	Supporting	5.3(A) identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	Knowledge and Skills	<b>5.14 Government.</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:
	Readiness <i>*Essential</i>	5.14(B) explain the purposes of the U.S. Constitution as identified in the Preamble; 5.14(B) U.S. Constitution Pre Assessment
	Readiness	5.14(C) explain the reasons for the creation of the Bill of Rights and its importance.
	Knowledge and Skills	<b>5.15 Government.</b> The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
	Readiness	5.15(A) identify and explain the basic functions of the three branches of government;
	Supporting	5.15(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution;
	Supporting	5.15(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
	Knowledge and Skills	<b>5.18 Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
	Supporting	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
	Supporting	5.18(B) identify leadership qualities of national leaders, past and present.
	Knowledge and Skills	<b>5.19 Citizenship.</b> The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to:
	Readiness	5.19(A) 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.

## Cluster 5: The War of 1812 and Moving West

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 5:</b> The War of 1812 and Moving West</p> <p><b>Suggested Pacing:</b> 11/29 - 12/17 3 weeks</p>	Knowledge and Skills	<b>5.4 History.</b> The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
	Supporting	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;
	Readiness	5.4(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;
	Knowledge and Skills	<b>5.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness <i>*Essential</i>	5.7(A) identify and describe the patterns of settlement such as rural, urban, and suburban; 5.7(A) Patterns of Settlement Pre Assessment
	Supporting	5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States;
	Knowledge and Skills	<b>5.8 Geography.</b> The student understands how people adapt to and modify their environment. The student is expected to:
	Readiness <i>*Essential</i>	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 5.8(A) Modifications and Adaptations Pre Assessment Sort
	Knowledge and Skills	<b>5.12 Economics.</b> The student understands patterns of work and economic activities in the United States. The student is expected to:
	Readiness	5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
	Supporting	5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States;
	Knowledge and Skills	<b>5.16 Citizenship.</b> 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
	Supporting	5.16(B) sing or recite "The Star-Spangled Banner" and explain its history



## Cluster 6: The Civil War: A Nation Divided

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 6:</b> The Civil War: A Nation Divided</p> <p><b>Suggested Pacing:</b> 1/4 - 2/4 5 weeks</p>	Knowledge and Skills	<b>5.4 History.</b> The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
	Readiness	5.4(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
	Readiness <i>*Essential</i>	5.4(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution 5.4(E) Effects of the Civil War Pre Assessment
	Knowledge and Skills	<b>5.11 Economics.</b> The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
	Supporting	5.11(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
	Knowledge and Skills	<b>5.18 Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
	Supporting	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
	Supporting	5.18(B) identify leadership qualities of national leaders, past and present.
	Knowledge and Skills	<b>5.20 Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to:
	Supporting	5.20(B) explain how examples of art, music, and literature reflect the times during which they were created.
	ELAR Knowledge and Skills	<b>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	5.13(A) generate and clarify questions on a topic for formal and informal inquiry
5.13(B) develop and follow a research plan with adult assistance		

		5.13(C) identify and gather relevant information from a variety of sources
		5.13(D) understand credibility of primary and secondary sources
		5.13(E) demonstrate understanding of information gathered
		5.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
		5.13(G) develop a bibliography
		5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## Cluster 7: Industrialization and Urbanization

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<b>Cluster 7:</b> Industrialization and Urbanization  <b>Suggested Pacing:</b> 2/7 - 3/4 4 weeks	Knowledge and Skills	<b>5.4 History.</b> The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to
	Readiness	5.4(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
	Knowledge and Skills	<b>5.5 History.</b> The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
	Readiness <i>*Essential</i>	5.5(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, <del>the Great Depression, the world wars</del> , the civil rights movement, and military actions; 5.5(A) Issues and Events of the 20th Century Pre Assessment/Digital Option
	Supporting	5.5(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.
	Knowledge and Skills	<b>5.6 Geography.</b> The student understands places and regions in the United States. The student is expected to:
	Supporting	5.6(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;
	Supporting	5.6(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.
	Knowledge and Skills	<b>5.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Supporting	5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States
Knowledge and Skills	<b>5.8 Geography.</b> The student understands how people adapt to and modify their environment. The student is expected to:	
Readiness <i>*Essential</i>	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) Modifications and Adaptations Pre Assessment Sort	

Supporting	5.8(B) analyze the positive and negative consequences of human modification of the environment in the United States.
Knowledge and Skills	<b>5.10 Economics.</b> The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
Readiness	5.10(B) describe how the free enterprise system works in the United States;
Supporting	5.10(C) give examples of the benefits of the free enterprise system in the United States.
Knowledge and Skills	<b>5.11 Economics.</b> The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
Readiness <i>*Essential</i>	5.11(A) explain how supply and demand affects consumers in the United States; 5.11(A) Supply and Demand Pre Assessment
Supporting	5.11 (B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
Knowledge and Skills	<b>5.12 Economics.</b> The student understands patterns of work and economic activities in the United States. The student is expected to:
Supporting	5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States;
Readiness	5.12(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
Knowledge and Skills	<b>5.22 Science, technology, and society.</b> The student understands the impact of science and technology on society in the United States. The student is expected to:
Supporting	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; and
Readiness <i>*Essential</i>	5.22(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 <del>and the space program; and</del> 5.22(B) Impact of Science and Technology on Society Pre Assessment/Digital Option
Supporting	5.22(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.

### Cluster 8: The World at War: World War I, The Great Depression, and World War II

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 8:</b> The World at War: WWI, The Great Depression, and WWII</p> <p><b>Suggested Pacing:</b> 3/14 - 4/14 5 weeks</p>	Knowledge and Skills	<b>5.5 History.</b> The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
	Readiness <i>*Essential</i>	5.5(A) explain the significance of issues and events of the 20th century such as <del>industrialization, urbanization</del> , the Great Depression, the world wars, the civil rights movement, and military actions 5.5(A) Issues and Events of the 20th Century Pre Assessment/Digital Option
	Knowledge and Skills	<b>5.11 Economics.</b> The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
	Readiness <i>*Essential</i>	5.11(A) explain how supply and demand affects consumers in the United States; 5.11(A) Supply and Demand Pre Assessment
	Supporting	5.11(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
	Knowledge and Skills	<b>5.18 Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
	Supporting	5.18(B) identify leadership qualities of national leaders, past and present.

**Cluster 9: The Civil Rights Movement and the Space Race**



The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 9:</b> The Civil Rights Movement and the Space Race</p> <p><b>Suggested Pacing:</b> 4/19 - 5/6 3 weeks</p>	Knowledge and Skills	<b>5.5 History.</b> The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
	Readiness <i>*Essential</i>	5.5(A) explain the significance of issues and events of the 20th century such as <del>industrialization, urbanization, the Great Depression, the world wars,</del> the civil rights movement, and military actions 5.5(A) Issues and Events of the 20th Century Pre Assessment/Digital Option
	Supporting	5.5(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
	Knowledge and Skills	<b>5.21 Culture.</b> The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:
	Supporting	5.21(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
	Supporting <i>*Essential</i>	5.21(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity. 5.21(B) Diverse Contributions Pre Assessment
	Knowledge and Skills	<b>5.22 Science, technology, and society.</b> The student understands the impact of science and technology on society in the United States. The student is expected to:
	Supporting	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;
	Readiness <i>*Essential</i>	5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, <del>including the transcontinental railroad</del> and the space program; and 5.22(B) Impact of Science and Technology on Society Pre Assessment/Digital Option
	Supporting	5.22(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.
	ELAR Knowledge and Skills	<b>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	5.13(A) generate and clarify questions on a topic for formal and informal inquiry
5.13(B) develop and follow a research plan with adult assistance		

	5.13(C) identify and gather relevant information from a variety of sources
	5.13(D) understand credibility of primary and secondary sources
	5.13(E) demonstrate understanding of information gathered
	5.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	5.13(G) develop a bibliography
	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 10: The U.S.A. Today**

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 10:</b> The U.S.A. Today</p> <p><b>Suggested Pacing:</b> 5/9 - 5/20 2 weeks</p>	Knowledge and Skills	<b>5.5 History.</b> The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
	Supporting	5.5(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election;
	Knowledge and Skills	<b>5.6 Geography.</b> The student understands places and regions in the United States. The student is expected to:
	Readiness	5.6(A) describe political and economic regions in the United States that result from patterns of human activity;
	Supporting	5.6(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
	Knowledge and Skills	<b>5.7 Geography.</b> The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
	Readiness	5.7(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.
	Knowledge and Skills	<b>5.8 Geography.</b> The student understands how people adapt to and modify their environment. The student is expected to:
	Readiness <i>*Essential</i>  	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) Adaptations and Modifications Pre Assessment
	Knowledge and Skills	<b>5.12 Economics.</b> The student understands patterns of work and economic activities in the United States. The student is expected to
	Readiness	5.12(A) compare how people in different regions of the United States earn a living, past and present
	Knowledge and Skills	<b>5.16 Citizenship.</b> 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:
	Supporting	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;
	Supporting	5.16(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
	Knowledge and Skills	<b>5.17 Citizenship.</b> The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:



	Supporting	5.17(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
	Supporting	5.17(B) explain how to contact elected and appointed leaders in local, state, and national governments.
	Knowledge and Skills	<b>5.18 Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
	Supporting	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
	Supporting	5.18(B) identify leadership qualities of national leaders, past and present.
	Knowledge and Skills	<b>5.21 Culture.</b> The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:
	Supporting	5.21(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
	Supporting <i>*Essential</i>	5.21(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity. 5.21(B) Diverse Contributions Pre Assessment