



5th Grade (Revised 2016)

Exploring Social Studies: Texas Edition

Midland ISD Scope and Sequence

District Scope & Sequence Topic/ Enduring Understandings	ELAR TEKS	Teacher Created Materials ESS Resource/Lesson	Supporting Resources (Graphic organizers from lesson plans, audio files, etc.)	SS TEKS		
<p>The Teacher Created Materials social studies resources have been placed with the ELAR/SLAR Genre Units by as a general guide, however the materials <u>can be used into other units</u>. THESE ARE SUGGESTIONS. Appropriate ways to use them in other units would be through <u>guided reading, independent time, flex days, etc.</u> Note: Vocabulary is always found in the Leveled Lesson Guide for each title.</p>						
<p>Within the teacher kit is a box of <u>Primary Sources</u> (original sources that were present during an experience or time period and offer an inside view of a particular event). Examining Geography includes photographs, primary sources, a teacher’s guide, and a CD. These should be used throughout the school year, using flex days, especially in units that have less matching material.</p> <p><u>Documents:</u> Copernican System of the Universe, Map of the World, Maps of the New West, The Water Cycle, Ship’s Manifest, Locating an Automotive Plant, The Fertile Crescent Then and Now, Railroad Advertisement</p> <p><u>Photographs:</u> Hand Washing in Ghana, Morocco, North Africa, Berlin Wall in Germany, Earthquake in Haiti, African Forest Elephants, Possessions of a Japanese Family, South Korean Protest at the DMZ, South American Landfill</p> <p>USE THESE THROUGHOUT THE YEAR AS TIME ALLOWS.</p>		<p>5.6A, <u>5.7A</u>, 5.7B, 5.8A, <u>5.13B</u>, 5.24A, 5.24B, 5.24C, 5.24D, 5.24E, 5.25B, 5.25C, 5.25D, 5.26A, 5.26B</p> <p>Academic Vocabulary Analysis from the social studies standards and the STAAR (lead4ward) in the Primary Sources (Underlined Above):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Thinking:</u></p> <p>Describe</p> <p>Identify</p> <p>Describe</p> <p>Identify</p> <p>Explain</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Content:</u></p> <p>Variety of Regions, Political, Populations, Economic, Patterns, Human Activity</p> <p>Types</p> <p>Settlement, Patterns, Land Use</p> <p>Geographic Factors</p> <p>Influenced, Location, Economic Activities</p> </td> </tr> </table>			<p><u>Thinking:</u></p> <p>Describe</p> <p>Identify</p> <p>Describe</p> <p>Identify</p> <p>Explain</p>	<p><u>Content:</u></p> <p>Variety of Regions, Political, Populations, Economic, Patterns, Human Activity</p> <p>Types</p> <p>Settlement, Patterns, Land Use</p> <p>Geographic Factors</p> <p>Influenced, Location, Economic Activities</p>
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<p>Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Unit 1</u>:</p> <p>-5.1A</p> <p>-5.2A</p> <p>5.11B</p> <p>-5.14A</p>		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Thinking:</u></p> <p>Explain</p> <p>Identify</p> <p>Analyze</p> <p>Describe</p> <p>Identify</p> <p>Compare</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Content:</u></p> <p>Groups, Explored, Colonized, Settled, Religious Freedom, Economic Gain</p> <p>Causes</p> <p>Effects, Events, American Revolution, French and Indian War, Boston Tea Party</p> <p>Free Enterprise System</p> <p>Systems of Government</p> <p>European Colonists, Representative Government, Monarchy</p> </td> </tr> </table>			<p><u>Thinking:</u></p> <p>Explain</p> <p>Identify</p> <p>Analyze</p> <p>Describe</p> <p>Identify</p> <p>Compare</p>	<p><u>Content:</u></p> <p>Groups, Explored, Colonized, Settled, Religious Freedom, Economic Gain</p> <p>Causes</p> <p>Effects, Events, American Revolution, French and Indian War, Boston Tea Party</p> <p>Free Enterprise System</p> <p>Systems of Government</p> <p>European Colonists, Representative Government, Monarchy</p>
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District Scope & Sequence Topic/ Enduring Understandings	ELAR TEKS	Teacher Created Materials ESS Resource/Lesson	Supporting Resources (Graphic organizers from lesson plans, audio files, etc.)	SS TEKS
<p>August 22-October 10</p> <p>Unit 1: Genre: Fiction</p> <p>Focus Skills: theme, elements of plot & character, point of view, sensory language, make inferences, summarize</p> <p><u>Celebrate Freedom Week, Constitution Day (September 16)</u></p>	<p>5.1A, 5.3A, 5.3B, 5.3C, 5.6, 5.6A, 5.6B, 5.6C, 5.8A, 5.9A, Fig. 19A-F</p>	Hands-On History GeographyActivities	Map Components: “Which Way to the Pencil Sharpener?” (p. 17)	5.6A, 5.6B
		Hands-On History GeographyActivities	Latitude and Longitude: “Grid and Bear It!” (p. 38)	5.6B 5.25A
		Hands-On History GeographyActivities	Latitude and Longitude: “Read, Read, Read Your Map (p. 48)	5.6B 5.25A
		Examining Geography PrimarySources	<i>Map of the World Primary Source “Mental Maps Lesson” (pgs. 35–38)</i>	5.6B
		<i>Work or Starve-Reader’s Theater</i>	Digital eBook Reader’s Theater Lesson Plan: <ul style="list-style-type: none"> • “Meeting the Fluency Objective” (p. 4) • “Social Studies Connection” (p. 5) 	5.1A, 5.1B
		<i>Life in the Colonies-Primary Source Readers</i>	Interactiv-eBook Leveled Readers Lesson Plan: <ul style="list-style-type: none"> • Primary Source Extension-p. 5 Activity Sheet-p. 7 	5.1A, 5.1B, 5.10A, 5.10B, 5.14A, 5.14B, 5.22C
		Leveled Texts: “The New England Colonies”	Digital Text Card Listen to Leveled Text Rap Leveled Text Lesson Plan: <ul style="list-style-type: none"> • “Step 3, Image Observations” (p. 2) Graphic Organizer (pgs. 5-7, assign students appropriate level)	5.1A, 5.10A, 5.10B
		Leveled Texts: “The Middle Colonies”	Digital Text Card Listen to Leveled Text Rap Leveled Text Lesson Plan: <ul style="list-style-type: none"> • “Step 3, Create Answering Machine Messages” (p. 2) Graphic Organizer (pgs. 5-7, assign students appropriate level)	5.1A, 5.10A, 5.10B, 5.14A

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<p>August 22-October 10</p> <p>Unit 1: Genre: Fiction</p> <p>Focus Skills: theme, elements of plot & character, point of view, sensory language, make inferences, summarize</p> <p><u>Celebrate Freedom Week, Constitution Day (September 16)</u></p>	<p>5.1A, 5.3A, 5.3B, 5.3C, 5.6, 5.6A, 5.6B, 5.6C, 5.8A, 5.9A, Fig. 19A-F</p>	<p>Leveled Texts: “The Southern Colonies”</p>	<p>Digital Text Card Listen to Leveled Text Rap Leveled Text Lesson Plan:</p> <ul style="list-style-type: none"> • “Step 3, Image Observations” (p. 2) <p>Graphic Organizer (pgs. 5-7, assign students appropriate level)</p>	<p>5.1A, 5.1B, 5.14B</p>
		<p><i>Causes of the Revolution-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “After Reading, Social Studies and Reading Activities”-p.4 • Activity Sheet-p.6 <p>Activity Sheet-p. 7</p>	<p>5.2A</p>
		<p><i>The Declaration of Independence-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan”</p> <ul style="list-style-type: none"> • <i>The Preamble</i>-p.6 <p>“After Reading, Writing Activity”-p. 4</p>	<p>5.2A, 5.2B,5.14A</p>
		<p><i>The American Revolution-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “After Reading Writing Activity and Social Studies Activity”-p.4 <p>Activity Sheet-p. 6</p>	<p>5.2A, 5.2B, 5.19B, 5.21A, 5.21B, 5.22C</p>
		<p><i>Early Congresses-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Writing Activity”-p.2 • “After Reading, Writing Activity and Reading, Reading Activities”-p. 4 <p>Activity Sheet-p.7</p>	<p>5.2C, 5.15A, 5.21A, 5.21B, 5.22C</p>
		<p>Discuss with students the development, characteristics, and benefits of the free enterprise system in colonial America and the United States. Have students describe in writing or discussion how the free enterprise system works in the United States and the benefits of the free enterprise system in the United States. You may choose to use the following website to aid the discussion.</p> <p>http://projectsharetexas.org/resource/free-enterprise-system-economic-revolution-ontrack-grade-8-social-studies-module-2-lesson-4</p>		<p>5.11A, 5.11B, 5.11C</p>

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<p>Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Units 2 & 3</u>:</p> <p>-5.4E</p> <p>-5.23B</p>			<p>Thinking:</p> <p><i>Identify</i></p> <p>Content:</p> <p><i>Causes, Civil War, Sectionalism, States' rights, Slavery, Effects, Reconstruction, 13th 14th 15th Amendments, U.S. Constitution</i></p> <p><i>Identify</i></p> <p>Scientific discoveries, Technological Innovations, Rapid growth, Technology industries, Advanced, Economic development, Transcontinental Railroad, Space program</p>	
<p>Oct. 24- Dec. 8</p> <p>Units 2 & 3: Genre: Expository, Various</p> <p>Focus Skills: author's purpose & organization, main idea & details, fact/opinion, cause/effect, sequence, comparison, text features, procedural, media, inferences, synthesizing/making connections, summarizing</p>	<p>5.1A, 5.9A, 5.10A, 5.11, 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B, 5.14, Fig. 19A-F</p>	<p>As election day approaches, discuss the importance of individual participation in the democratic process at the local, state, and national levels. Students should explain in a journal write the duty individuals have to participate in Civic Affairs at the local, state, and national level.</p>	<p><i>Slavery in America-Primary Source Readers</i></p> <p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • "Before Reading, Reading Activity"-p. 2 • "During Reading, Retelling Activity"-p. 3 • "Primary Source Overhead"-pgs. 5, 8, 9 <p>Activity Sheets-p. 7</p> <p><i>George Washington Carver-Primary Source Readers</i></p> <p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • Before Reading"-p. 2 • "During Reading and a World of Peanuts Transparency" (p. 3) "After Reading, Step 13" (p. 4) 	<p>5.18A</p> <p>5.4E, 5.20B, 5.22C</p> <p>5.4F, 5.13E, 5.23A, 5.24A, 5.24B, 5.25B, 5.25D</p>

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<p>Oct. 24- Dec. 8</p> <p>Units 2 & 3: Genre: Expository, Various</p> <p>Focus Skills: author’s purpose & organization, main idea & details, fact/opinion, cause/effect, sequence, comparison, text features, procedural, media, inferences, synthesizing/making connections, summarizing</p>	<p>5.1A, 5.9A, 5.10A, 5.11, 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B, 5.14, Fig. 19A-F</p>	<p><i>Civil War is Coming</i>-Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Writing Activity”-p. 2 • “During Reading, Reading Activity”-p. 3 • “After Reading, Social Studies Activity”-p.4 <p>Activity Sheets-pgs. 6 and 7</p>	<p>5.4E, 5.21A, 5.21B</p>
		<p><i>Immigration</i>-Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Reading and Social Studies Activities”-p. 2 • “During Reading, Writing Activities”-p. 3 <p>Activity Sheets-pgs. 7 and 9</p>	<p>5.4G, 5.13C, 5.22C</p>
		<p>Examining Geography PrimarySources</p>	<p><i>Ships Manifest</i> Primary Source “Human Migration Lesson” (pgs. 47–50)</p>	<p>5.6B</p>
		<p>Hands-on History GeographyActivities</p>	<p>Cultural Identity: “Culture Quest” (p. 118)</p>	<p>5.22A, 5.22B, 5.22C, 5.24B</p>
		<p>Examining Geography PrimarySources</p>	<p><i>Railroad Advertisement</i> Primary Source “Patterns of Human Settlement Lesson”(pgs. 59–62)</p>	<p>5.8B, 5.23B</p>
		<p>Examining Geography PrimarySources</p>	<p>“Go West” (pg. 73)</p>	<p>5.8B</p>

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Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Unit 4</u> : -5.4B -5.11B			Thinking: <i>Identify</i> <i>Explain</i> <i>Describe</i>	Content: <i>Changes</i> <i>Industrial Revolution, Conflict, Sections of United States</i> <i>Free enterprise system</i>
Dec. 12- Dec. 21 Unit 4: Genre: Persuasive Focus Skills: author's viewpoint, parallelism, comparison, causality, persuasive language	5.1A, 5.9A, 5.10A, 5.12, 5.12A, 5.12B, Fig. 19 A-E	<i>Industrial Revolution-Primary Source Readers</i>	Interactiv-eBook Leveled Readers Lesson Plan: <ul style="list-style-type: none"> • “Before Reading, Social Studies Activity” -p. 2 • “After Reading, Writing Activity”-p. 4 • “Primary Source Overhead Extension”-p. 5 Activity Sheet-p. 7	5.4B, 5.4F, 5.12B, 5.13A, 5.13D, 5.23A
		<p>Discuss with students the development, characteristics, and benefits of the free enterprise system in colonial America and the United States. Have students describe in writing or discussion how the free enterprise system works in the United States and the benefits of the free enterprise system in the United States. You may choose to use the website below to aid the discussion. Have students write a persuasive piece arguing for or against a free-enterprise system.</p> <p>http://projectsharetx.org/resource/free-enterprise-system-economic-revolution-ontrack-grade-8-social-studies-module-2-lesson-4</p>		5.11A, 5.11B, 5.11C
		<p>Discuss the importance of individual participation in the democratic process at the local, state, and national levels. Have students research how to contact elected and appointed officials. Have them write a persuasive letter or email to an elected official regarding an issue of concern.</p>		5.18B

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Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Unit 5</u> : -5.9A			Thinking: Describe	Content: Adapt, Modify, Environment, Past, Present, Human Resources, Basic needs
Jan. 9-Jan. 26 Unit 5: Genre: Poetry Focus Skills: Structure & elements of poetry, sound effects, imagery, theme, make inferences, draw conclusions	5.1A, 5.4, 5.4A, 5.8A, 5.9A, Fig. 19 A-F	<i>The War of 1812</i> -Primary Source Readers	Interactiv-eBook Leveled Readers Lesson Plan <ul style="list-style-type: none"> • “After Reading, Social Studies Questions” -p. 4 • “Primary Source Overhead” -pgs. 5, 8, 9 Activity Sheet-p. 6	5.4A, 5.17B, 5.21A
		<i>American Indians in the 1800s</i> -Primary Source Readers	Interactiv-eBook Leveled Readers Lesson Plan: <ul style="list-style-type: none"> • “During Reading, Social Studies Activity” -p. 4 • “After Reading, Writing and Social Studies Activities”-p. 5 Activity Sheet-p. 9	5.4G
		Hands-On History GeographyActivities	Human-Environment Interaction: “Balancing Act” (pg. 156) (*ELA connection, students create a rap.)	9.B
		Hands-On History GeographyActivities	Natural Disasters: “There’s Trouble Brewin”	9.A

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<p>Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Unit 6</u></p> <p>-5.2C</p> <p>-5.3A</p> <p>-5.15B</p> <p>-5.15C</p> <p>-5.16A</p> <p>-5.20A</p>			<p>Thinking: Summarize</p> <p>Identify</p> <p>Explain</p> <p>Explain</p> <p>Identify Explain</p> <p>Describe</p>	<p>Content: Results, American Revolution, Establishment, United States, Development, U. S. military</p> <p>Issues, Creation, U.S. Constitution, Weaknesses, Articles of Confederation</p> <p>Purposes, U.S. Constitution, Preamble</p> <p>Reasons, Creation, Bill of Rights, Importance</p> <p>Basic functions Branches of Government</p> <p>Fundamental rights, Guaranteed, Amendment, Bill of Rights, Freedom of religion, Freedom of Speech, Freedom of press, Assemble, Petition, Government, Keep arms, Bear arms, Trial by Jury, Attorney</p>

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<p>Jan. 30-Feb. 10</p> <p>Unit 6: Genre: Literary Nonfiction</p> <p>Focus Skills: Structural patterns & features of biographies, theme, point of view, make inferences, summarize</p>	<p>5.1A, 5.3, Fig. 19D, 5.7, 5.7A, 5.9A, 5.14, Fig. 19 A-F</p>	<p><i>James Madison-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Social Studies Activity” -p. 2 • “After Reading, Writing Activity”-p. 4 <p>Activity Sheet-p.8</p>	<p>5.3A, 5.3B, 5.4A,5.19A</p>
		<p><i>Constitution and Bill of Rights-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading”-p. 2 • “After Reading, Writing Activity”-p. 4 	<p>5.3A, 5.15B, 5.15C, 5.16A, 5.16B, 5.20A</p>
		<p>Leveled Text: “The Constitution”</p>	<p>Digital Text Card Listen to Leveled Text Rap Leveled Text Lesson Plan:</p> <ul style="list-style-type: none"> • “Step 3-4, Branches of Government” (p. 2) <p>Graphic Organizer (pgs. 5-7, assign students appropriate level)</p>	<p>5.2C, 5.16A, 5.15G, 5.20A</p>
		<p>Leveled Text: “Bill of Rights”</p>	<p>Digital Text Card Listen to Leveled Text Rap Leveled Text Lesson Plan:</p> <p>Graphic Organizer (pgs. 5-7, assign students appropriate level)</p>	<p>5.2C, 5.3A, 5.15G,5.20A</p>
		<p>Hands-On History GeographyActivities</p>	<p>“Political Systems, Who’s in Charge?” (pgs. 139-150)</p>	<p>5.16C</p>
		<p>Susan B. Anthony & Elizabeth Cady Stanton, Early Suffragists</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Introductory Activity and Writing Activity”-p. 2 • “During Reading, Social Studies Activity” -p. 3 <p>Activity Sheet-p.9</p>	<p>5.5E, 5.5C, 5.20B</p>

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<p>Jan. 30-Feb. 10</p> <p>Unit 6: Genre: Literary Nonfiction</p> <p>Focus Skills: Structural patterns & features of biographies, theme, point of view, make inferences, summarize</p>	<p>5.1A, 5.3, Fig. 19D, 5.7, 5.7A, 5.9A, 5.14, Fig. 19 A-F</p>	<p>The inauguration of the president occurs in January of an election year. Revisit and discuss the importance of individual participation in the democratic process at the local, state, and national levels. Students should explain in a journal the duty individuals have to participate in Civic Affairs at the local, state, and national level.</p>		<p>5.18A</p>
		<p>Have students explore important symbols, customs, celebrations, and landmarks that represent American beliefs and principals and contribute to our national identity. Have students create a multi-media presentation explaining the origins and meaning of one or more of the following: Pledge of Allegiance, Uncle Sam, political party symbols, national celebrations (Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veteran’s Day) or important landmarks (White House, the Statue of Liberty, and Mount Rushmore).</p>		<p>5.17A, 5.17B, 5.17C, 5.17D</p>
<p>Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Unit 7</u>: -5.4D -5.9A</p>			<p>Thinking: <i>Identify</i></p> <p>Describe</p>	<p>Content: <i>Significant events, Concepts, Territorial Expansion, Louisiana Purchase, Lewis and Clark Expedition, Manifest Destiny</i></p> <p>Adapt, Modify, Environment, Past, Present, Human Resources, Basic needs</p>
<p>Feb. 13-March 3</p> <p>Unit 7: Genre: Drama</p> <p>Focus Skills: Structure & elements of drama, elements of plot & character as told through dialogue in scripts, make inferences, summarize</p>	<p>5.1A, 5.5, 5.5A, 5.9A, Fig. 19A-F</p>	<p><i>Expanding the Nation</i> –Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan: • “Primary Source Overhead”-pgs. 5, 8 Activity Sheet-p. 6</p>	<p>5.4C, 5.4D, 5.13C, 5.13E, 5.21A, 5.21B</p>
		<p><i>Lewis & Clark</i> –Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan: • “Before, During, and After Reading, Social Studies Activities”-pgs. 2, 3, 4 • “Primary Source Overhead”-pgs. 5, 8, 9 Activity Sheet-p. 6</p>	<p>5.4C, 5.4D</p>

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Feb. 13-March 3 Unit 7: Genre: Drama Focus Skills: Structure & elements of drama, elements of plot & character as told through dialogue in scripts, make inferences, summarize	5.1A, 5.5, 5.5A, 5.9A, Fig. 19A-F	Examining Geography Primary Sources	<i>Maps of the New West Primary Source “People’s Perceptions of Places” Lesson (pgs. 39–42)</i>	5.9A
		Use maps in <i>Exploring Social Studies resources</i>, such as those listed below to locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains. Also develop students’ understanding of regions in the United States. Have students 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 Northeast, the Midwest, and the Southwest. <ul style="list-style-type: none"> • <i>Expanding the Nation, Primary Source Readers (pgs. 3, 7, 18, 21)</i> • <i>Lewis & Clark, Primary Source Readers (pgs. 4, 16, 18)</i> 		5.7C, 5.7D
Academic Vocabulary Analysis from the social studies standards and the STAAR (lead 4ward) in <u>Units 8, 9, 10</u> : -5.5A -5.7A -5.8A -5.8C -5.13B -5.23B			Thinking: <i>Identify</i> Describe <i>Identify</i> <i>Describe</i> Analyze Explain	Content: <i>Causes, Civil War, Sectionalism, States’ rights, Slavery, Effects, Reconstruction, 13th 14th 15th Amendments, U.S. Constitution</i> Variety of regions, Political, Populations, Economic, Patterns, Human activity <i>Types</i> <i>Settlement, Patterns, Land use</i> Reasons Locations, Cities, Capital, Distribution, Past, Present

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<p>March 3-June 2</p> <p>Units 8, 9, 10: Genres: Novel Study & Media</p> <p>Focus Skills: Design techniques in media, written conventions in digital media</p>	<p>5.1A, 5.3A, 5.3B, 5.3C, 5.4, 5.5, 5.6, 5.6A, 5.6B, 5.6C, 5.7, 5.8A, 5.9A, 5.11, 5.14A, 5.14B, 5.14C, 5.14D, Fig. 19 A-F</p>	<p>Use maps in <i>Exploring Social Studies resources</i>, such as those listed below, to have students locate important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as Northeast, the Midwest, and the Southwest.</p> <p>Develop an understanding of location and patterns of settlement and the geographic factors that influence where people live. Have students analyze the reasons for location of cities in the United States, including capital cities, and explain their distribution, past and present.</p> <ul style="list-style-type: none"> • <i>Industrial Revolution, Primary Source Readers (p. 19)</i> • <i>Lewis & Clark, Primary Source Readers (pgs. 18, 20)</i> 		<p>5.7C, 5.8C</p>
		<p><i>War World I-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Writing Activity”-p. 2 • “During Reading, Social Studies Activity”- pgs. 3, 6 • “After Reading, Reading Activity” -pgs. 4, 7 	<p>5.5A, 5.13B, 5.13C</p>
		<p><i>Between the Wars-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading”-p. 2 • “During Reading”-pgs. 3, 6, 7 	<p>5.5A</p>
		<p><i>War World II-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Social Studies Activity”- pgs. 2, 6 • “After Reading, Social Studies Activity”-p. 4 <p>Leveled Readers Lesson, Primary Source Overhead Extension,-p. 5</p>	<p>5.5A</p>

District Scope & Sequence Topic/ Enduring Understandings	ELAR TEKS	Teacher Created Materials ESS Resource/Lesson	Supporting Resources (Graphic organizers from lesson plans, audio files, etc.)	SS TEKS
<p>March 3-June 2</p> <p>Units 8, 9, 10: Genres: Novel Study & Media</p> <p>Focus Skills: Design techniques in media, written conventions in digital media</p>	<p>5.1A, 5.3A, 5.3B, 5.3C, 5.4, 5.5, 5.6, 5.6A, 5.6B, 5.6C, 5.7, 5.8A, 5.9A, 5.11, 5.14A, 5.14B, 5.14C, 5.14D, Fig. 19 A-F</p>	<p><i>Civil Rights: Freedom Riders-Reader's Theater</i></p>	<p>Digital eBook Reader's Theater Lesson Plan:</p> <ul style="list-style-type: none"> • "Reading the Script.-p. 3 • "Meeting the Fluency Objective"-p. 4 • "Social Studies Connection"-p. 5 	<p>5.5C</p>
		<p><i>Martin Luther King, Jr.-Primary Source Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • "Before Reading, Reading and Social Studies Activities"-pgs. 2, 3 • Leveled Readers Lesson Plan, "During Reading, Reading and Writing Activities"-p. 4 • Primary Source Overhead Extension,- pgs. 5, 9, 12 • Leveled Readers Lesson Plan-p. 7 	<p>5.5A, 5.5C, 5.19C</p>
		<p>Examining Geography PrimarySources</p>	<p><i>The Water Cycle Primary Source "Physical Systems Lesson" (pgs. 43-46)</i></p>	<p>5.6B</p>
		<p>Hands-On History GeographyActivities</p>	<p>Global Water Issues: "Water, Water, Everywhere" (p. 103)</p>	<p>5.7A, 5.7B.5.8A</p>
		<p>Hands-On History GeographyActivities</p>	<p>Vegetation: "Growing Pains" (p. 71)</p>	<p>5.8A</p>
		<p><i>20th Century Race to the Moon-Time for Kids Nonfiction Readers</i></p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • "Comprehension Mini Lessons, Establishing a Purpose"-p. 7 • "Using Text Types" pgs. 8, 9 • "Cross-curricular Connections, World History"-p. 8 	<p>5.23A, 5.23B, 5.23C</p>

District Scope & Sequence Topic/ Enduring Understandings	ELAR TEKS	Teacher Created Materials ESS Resource/Lesson	Supporting Resources (Graphic organizers from lesson plans, audio files, etc.)	SS TEKS
<p>March 3-June 2</p> <p>Units 8, 9, 10: Genres: Novel Study & Media</p> <p>Focus Skills: Design techniques in media, written conventions in digital media</p>	<p>5.1A, 5.3A, 5.3B, 5.3C, 5.4, 5.5, 5.6, 5.6A, 5.6B, 5.6C, 5.7, 5.8A, 5.9A, 5.11, 5.14A, 5.14B, 5.14C, 5.14D, Fig. 19 A-F</p>	<p><i>The Cutting Edge: Breakthroughs in Technology</i>- Time for Kids Nonfiction Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Comprehension Mini Lessons, Using Mental Images”-p. 7 • “Using Text Types” pgs. 8, 9 <p>“Cross-curricular Connections, Geography and Technology”-p. 8</p>	<p>5.23C</p>
		<p>Examining Geography PrimarySources</p>	<p><i>Locating an Automotive Plant</i> Primary Source Economic Interdependence Lesson</p>	<p>5.13B</p>
		<p><i>Hillary Rodham Clinton: First Lady, Senator, and Secretary of State</i>- Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Social Studies Activities”- p. 3 • “During Reading, Reading Activity”-p. 4 • “After Reading, Social Studies Activity”-p. 5 • Primary Source Activity,-pgs. 6, 10, 12 <p>Activity Sheet-p. 7</p>	<p>5.5C, 5.19C</p>
		<p><i>Barack Obama: President of the United States</i>-Primary Source Readers</p>	<p>Interactiv-eBook Leveled Readers Lesson Plan:</p> <ul style="list-style-type: none"> • “Before Reading, Reading and Writing Activities”-pgs. 3, 7 • “During Reading, Reading Activity”-p. 4 • “After Reading, Vocabulary Activity”-p. 5 <p>Primary Source Activity,-pgs. 6, 10, 12</p>	<p>5.5B, 5.5C, 5.19B, 5.19C</p>
		<p><i>Exploring Social Studies, TexasEdition</i> Program Conclusion</p>	<p>Grade 5, Culminating Activity Digital Lesson</p>	<p>5.26A, 5.26B</p>