

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	5th	Weeks:	1-2
Unit Name/Title			
Patriotic and political symbols, landmarks and writings.			
Overview			
National identity is characterized by many different symbols.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	A) apply geographic tools, including grid systems, legends, symbols, scales, and compass rose, to construct and interpret maps; and	Examples including: latitude/longitude legends symbols scales compass rose	
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(C) locate the fifty states on a map and identify regions made up of various groups of states including such as New England and the Great Plains	Northeast, and New England	
(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain selected patriotic symbols and landmarks including such as the Statue of Liberty and the White House and political symbols	Including: the donkey and elephant; Statue of Liberty, White House, The Great Seal, Uncle Sam, and the American Flag	
(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) recite and explain the meaning of the Pledge of Allegiance; and		

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<p>5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(D) describe the origins and significance of national celebrations</p>	<p>Including: Memorial Day, Labor Day, Fourth of July, Veteran’s Day, Martin Luther King Day, and Constitution Day</p>
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Subject Area	Social Studies	Bundle #:	2						
Grade/Level	5th	Weeks:	3-4						
Unit Name/Title									
Colonization, economic motivations , religious freedom									
Overview									
People are motivated to explore and colonize areas for a variety of reasons such as religious freedom and economic prosperity.									
TEKS - Texas Knowledge & Skills									
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification							
<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td colspan="2">Correlates with 8.2B</td> </tr> <tr> <td>Tested at</td> <td>8</td> </tr> <tr> <td>Objective</td> <td>1</td> </tr> </table>	Correlates with 8.2B		Tested at	8	Objective	1	<p>(A) explain when, where, and why groups of people colonized and settled in the United States; and</p>	<p>French and Spanish Colonization</p> <p>English and Dutch Colonization</p> <p>When: 1607-1733 (Jamestown founded 1607, Georgia founded 1733)</p> <p>Where: Jamestown, Roanoke Island, Plymouth, Massachusetts Bay Company, Northern Colonies, Middle Colonies, and Southern Colonies</p> <p>Why: freedom of religion, wealth, find new trade routes and resources, national pride, and acquire new land</p>	
Correlates with 8.2B									
Tested at	8								
Objective	1								
<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p>	<p>(A) explain the economic patterns of various early Native-American groups in the United States; and</p>	<p>Hunters/gatherers, fishers, farmers, and traders</p>							
<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p>	<p>(B) explain the economic patterns of early European colonists.</p>	<p>Fishing, farming, shipbuilding, and merchants</p>							
<p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td colspan="2">Correlates with 8.2B</td> </tr> </table>	Correlates with 8.2B		<p>(A) identify the economic motivations for European exploration and settlement in the United States; and</p>	<p>Gaining power, increasing wealth, expanding territory, converting Native Americans to Christianity, trade routes, and natural resources</p>					
Correlates with 8.2B									

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Tested at	8			
Objective	1			
<p>(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>		<p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p>	<p>Including: Puritans, Pilgrims, Catholics, Quakers, and Mormons (religious freedom) African slaves, Indentured servants, immigrant</p>	
<p>(5.22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>		<p>(A) identify significant examples of art, music, and literature from various periods in U.S. history; and</p>	<p>Examples include: Art: Portraits, Washington Crossing the Delaware, Manifest Destiny, Civil War Photography, The First Thanksgiving, and Paul Revere’s Ride Music: Erie Canal, Yankee Doodle, When Johnny Comes Marching Home, National Anthem, and America the Beautiful Literature: <u>Poor Richard’s Almanac</u>, <u>Lewis and Clark’s Journals</u>, and <u>Uncle Tom’s Cabin</u></p>	
<p>5.22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>		<p>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p>	<p>Civil War – “When Johnny Comes Marching Home”</p>	
<p>(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>		<p>(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and</p>	<p>Examples include: Hanukah, Kwanza, Christmas, Easter, Cinco de Mayo, and Juneteenth (Texas only)</p>	
<p>(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:</p>		<p>(A) describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;</p>	<p>Examples include: Albert Einstein, Eli Whitney, Robert Fulton, John Deere, Bill Gates, and Steve Jobs</p>	

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<p>(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p>	<p>1A, 3A, 4C, 4F, 6A, 6B, 7B, 7C, 8A, 8C, 8D, 13A, 14D</p>
<p>(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(E) identify the elements of frame of reference that influenced the participants in an event; and</p>	<p>1A, 1B, 2B, 3D, 4B, 4G, 5A, 14E, 14F</p>
<p>(26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>	

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Subject Area	Social Studies	Bundle #:	3						
Grade/Level	5th	Weeks:	5-6						
Unit Name/Title									
Establishing governments in colonial America									
Overview									
Democratic governments evolved over time and through challenging experiences.									
TEKS - Texas Knowledge & Skills									
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification							
<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td>Correlates with 8.2B</td> <td></td> </tr> <tr> <td>Tested at</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Objective</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.2B		Tested at	8	Objective	1	<p>(A) explain when, where, and why groups of people colonized and settled in the United States; and</p>	<p>French and Spanish Colonization English and Dutch Colonization When: 1607-1733 (Jamestown founded 1607, Georgia founded 1733) Where: Jamestown, Roanoke Island, Plymouth, Massachusetts Bay Company, Northern Colonies, Middle Colonies, and Southern Colonies Why: freedom of religion, wealth, find new trade routes and resources, national pride, and acquire new land</p>	
Correlates with 8.2B									
Tested at	8								
Objective	1								
	<p>(B) describe the accomplishments of significant colonial leaders including such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p>	<p>John Smith: colonization efforts of Virginia Company, establishment of Jamestown Colony, and work ethic (if you don't work, you don't eat)</p> <p>John Winthrop: brought Puritans to Massachusetts</p> <p>Roger Williams: founded Providence, which became the colony of Rhode Island, first colony to establish freedom of religion. Against taking land that belonged to Native Americans</p> <p>Anne Hutchinson: founded colony of Portsmouth</p> <p>William Penn: established colony of Pennsylvania (refuge for Quakers) and a place to create government based on their standards</p>							

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<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p>	<p>(B) explain the economic patterns of early European colonists.</p>	<p>Fishing, farming, shipbuilding, and merchants</p>						
<p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <table border="1" data-bbox="191 493 499 597"> <tr> <td colspan="2">Correlates with 8.2B</td> </tr> <tr> <td>Tested at</td> <td>8</td> </tr> <tr> <td>Objective</td> <td>1</td> </tr> </table>	Correlates with 8.2B		Tested at	8	Objective	1	<p>(A) identify the economic motivations for European exploration and settlement in the United States; and</p>	<p>Gaining power, increasing wealth, expanding territory, converting Native Americans to Christianity, trade routes, and natural resources</p>
Correlates with 8.2B								
Tested at	8							
Objective	1							
<p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p>	<p>(B) identify major industries of colonial America.</p>	<p>Fur trading Trading cash crops such as indigo, rice, tobacco, wheat, corn, flax, and lumber Fishing and whaling; shipbuilding, logging Iron making</p>						
<p>(5.15) Government. The student understands how people organized governments in colonial America. The student is expected to:</p>	<p>(A) compare the systems of government of early European colonists; and</p>	<p>White land owners, governors appointed by the King, Puritan leaders, as compared to society today where everyone has a vote</p>						
<p>(5.15) Government. The student understands how people organized governments in colonial America. The student is expected to:</p>	<p>(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>	<p>Including the Mayflower Compact (one man = one vote, majority rule) and the Virginia House of Burgesses (elected representatives).</p>						

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Subject Area	Social Studies	Bundle #:	4						
Grade/Level	5th	Weeks:	7-8						
Unit Name/Title									
Colonial life, economy and society									
Overview									
Colonists' lives were greatly impacted by their distance from Europe and heritage.									
TEKS - Texas Knowledge & Skills									
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification							
<p>(5.1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td>Correlates with 8.2B</td> <td></td> </tr> <tr> <td>Tested at</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Objective</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.2B		Tested at	8	Objective	1	<p>(A) explain when, where, and why groups of people colonized and settled in the United States; and</p>	<p>French and Spanish Colonization English and Dutch Colonization When: 1607-1733 (Jamestown founded 1607, Georgia founded 1733) Where: Jamestown, Roanoke Island, Plymouth, Massachusetts Bay Company, Northern Colonies, Middle Colonies, and Southern Colonies Why: freedom of religion, wealth, find new trade routes and resources, national pride, and acquire new land</p>	
Correlates with 8.2B									
Tested at	8								
Objective	1								
	<p>(B) describe the accomplishments of significant colonial leaders including such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p>	<p>John Smith: colonization efforts of Virginia Company, establishment of Jamestown Colony, and work ethic (if you don't work, you don't eat)</p> <p>John Winthrop: brought Puritans to Massachusetts</p> <p>Roger Williams: founded Providence, which became the colony of Rhode Island, first colony to establish freedom of religion. Against taking land that belonged to Native Americans</p> <p>Anne Hutchinson: founded colony of Portsmouth</p> <p>William Penn: established colony of Pennsylvania (refuge for Quakers) and a place where to create government based on their standards</p>							

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<p>(5.10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p>	<p>(B) explain the economic patterns of early European colonists.</p>	<p>Fishing, farming, shipbuilding, and merchants</p>						
<p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p> <table border="1" data-bbox="191 493 499 597"> <tr> <td colspan="2">Correlates with 8.2B</td> </tr> <tr> <td>Tested at</td> <td>8</td> </tr> <tr> <td>Objective</td> <td>1</td> </tr> </table>	Correlates with 8.2B		Tested at	8	Objective	1	<p>(A) identify the economic motivations for European exploration and settlement in the United States; and</p>	<p>Gaining power, increasing wealth, expanding territory, converting Native Americans to Christianity, trade routes, and natural resources</p>
Correlates with 8.2B								
Tested at	8							
Objective	1							
<p>(5.11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:</p>	<p>(C) identify major industries of colonial America.</p>	<p>Fur trading Trading cash crops such as indigo, rice, tobacco, wheat, corn, flax, and lumber Fishing and whaling; shipbuilding, logging Iron making</p>						
<p>(5.15) Government. The student understands how people organized governments in colonial America. The student is expected to:</p>	<p>(A) compare the systems of government of early European colonists; and</p>	<p>White land owners, governors appointed by the King, Puritan leaders, as compared to society today where everyone has a vote</p>						
<p>(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p>	<p>(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p>	<p>Including: Puritans, Pilgrims, Catholics, Quakers, and Mormons (religious freedom) African slaves, Indentured servants, immigrant</p>						

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Subject Area	Social Studies	Bundle #:	5									
Grade/Level	5th	Weeks:	9-10									
Unit Name/Title												
Expansion, warfare												
Overview												
Warfare evolves from a series of events more often than from a single catalyst.												
TEKS - Texas Knowledge & Skills												
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification										
<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td colspan="3">Correlates with 8.4A, C</td> </tr> <tr> <td>Tested at</td> <td>8</td> <td>11</td> </tr> <tr> <td>Objective</td> <td>1</td> <td>1</td> </tr> </table>	Correlates with 8.4A, C			Tested at	8	11	Objective	1	1	<p>(B) analyze the causes and effects of events prior to and during the American Revolution including such as the Boston Tea Party; and</p>	<p>French and Indian War Proclamation of 1763 -Restricted settlement to east of the Appalachian Mountains Prior to 1763, taxes were to control trade, not to raise money</p>	
Correlates with 8.4A, C												
Tested at	8	11										
Objective	1	1										

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Subject Area	Social Studies	Bundle #:	6									
Grade/Level	5th	Weeks:	11-12									
Unit Name/Title												
Revolution												
Overview												
Abuse of civil liberties is often a cause of revolution.												
TEKS - Texas Knowledge & Skills												
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification										
<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td colspan="3">Correlates with 8.4B</td> </tr> <tr> <td>Tested at</td> <td style="text-align: center;">8</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Objective</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.4B			Tested at	8	11	Objective	1	1	<p>(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;</p>	<p>Jefferson: founding father and principal author of Declaration of Independence. Early and effective leader in the American Revolution. Delegate to Continental Congress, vice-president of the United States and two-term president of the United States. Louisiana Purchase (1803)</p> <p>Washington: first president of the United States, :”Father of Our Country,” commander-in-chief of Continental Army during American Revolution, chairman of the Constitutional Convention, surveyor, planter, soldier, Federalist</p> <p>Patrick Henry: House of Burgesses, “Give me Liberty or give me Death!”</p> <p>Samuel Adams: founder of the Sons of Liberty, organized Boston Tea Party</p> <p>Mercy Otis Warren: Daughters of Liberty, poet/playwright who led boycott of Townshend Acts</p> <p>Crispus Attucks: former slave, killed at Boston Massacre</p> <p>Abigail Adams: “Remember the Women!”</p>	
Correlates with 8.4B												
Tested at	8	11										
Objective	1	1										
<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is</p>	<p>(B) analyze the causes and effects of events prior to and during the American Revolution including such as the Boston Tea Party; and</p>	<p>1764: Sugar Act -- Taxed sugar. If you broke the law, you were tried without jury under British law. Cargo and ships seized.</p> <p>1765: Stamp Act -- Taxed newspapers, pamphlets, signed</p>										

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<p>expected to:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 150px;"> <tr> <td colspan="3">Correlates with 8.4A, C</td> </tr> <tr> <td style="padding: 2px;">Tested at</td> <td style="padding: 2px; text-align: center;">8</td> <td style="padding: 2px; text-align: center;">11</td> </tr> <tr> <td style="padding: 2px;">Objective</td> <td style="padding: 2px; text-align: center;">1</td> <td style="padding: 2px; text-align: center;">1</td> </tr> </table>	Correlates with 8.4A, C			Tested at	8	11	Objective	1	1	<p>French and Indian War Proclamation of 1763 –</p>	<p>documents, and playing cards</p> <p>1765: Quartering Act -- Colonists must provide food, drink, candles, and place to live for British troops</p> <p>1767: Townshend Acts. Taxed tea, paper, glass, lead, and paint imported from Britain</p> <p>1768: Boston Massacre. First time British sent troops to control colonists</p> <p>1772 - 1774: Committees of Correspondence. Keep colonists abreast of British actions/policies</p> <p>1773: Boston Tea Party. Punishment for colonists was to close Boston port. Town Meetings were banned</p> <p>1774: “Intolerable Acts” – what colonists called Parliament’s actions in response to the Boston Tea Party</p> <p>1774: First Continental Congress</p> <p>1775: colonial militia formed</p> <p>1777 – 1778: Valley Forge</p> <p>Battles to include:</p> <p>Lexington</p> <p>Concord</p> <p>Trenton</p> <p>Saratoga</p> <p>Yorktown</p>
Correlates with 8.4A, C											
Tested at	8	11									
Objective	1	1									
<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p>	<p>(A) identify the purposes and explain the importance of the Declaration of Independence; and</p>	<p>People should have the right to control their own government</p> <p>British government and King used powers unjustly</p> <p>Not treated as British citizens</p> <p>Declare our independence from Britain</p>									

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Subject Area	Social Studies	Bundle #:	7									
Grade/Level	5th	Weeks:	13-14									
Unit Name/Title												
Articles of Confederation, Constitution												
Overview												
Governments need effective plans in order to govern.												
TEKS - Texas Knowledge & Skills												
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification										
<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="3" style="text-align: center;">Correlates with 8.4A, C</td></tr> <tr><td style="text-align: center;">Tested at</td><td style="text-align: center;">8</td><td style="text-align: center;">11</td></tr> <tr><td style="text-align: center;">Objective</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> </table>	Correlates with 8.4A, C			Tested at	8	11	Objective	1	1	<p>(B) analyze the causes and effects of events prior to and during the American Revolution including such as the Boston Tea Party; and</p>	<p>1777 – 1778: Valley Forge</p> <p>Battles to include:</p> <p>Lexington</p> <p>Concord</p> <p>Trenton</p> <p>Saratoga</p> <p>Yorktown</p>	
Correlates with 8.4A, C												
Tested at	8	11										
Objective	1	1										
<p>(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="3" style="text-align: center;">Correlates with 8.4C</td></tr> <tr><td style="text-align: center;">Tested at</td><td style="text-align: center;">8</td><td style="text-align: center;">11</td></tr> <tr><td style="text-align: center;">Objective</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> </table>	Correlates with 8.4C			Tested at	8	11	Objective	1	1	<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>Results of American Revolution: United States won freedom from Britain A new government had to be created Land west of Appalachians became part of the U.S. Business opportunities opened up for America</p> <p>At the start of the American Revolution, male citizens in the colonies volunteered in the state militia. The Minutemen were militia members. The volunteers marched and drilled occasionally but were not well-trained. The British government maintained a professional army trained to march in closed ranks and fire in unison at close range. While the British had resources to sustain war, the colonists were unprepared. General George Washington had to form an army with little money and</p>	
Correlates with 8.4C												
Tested at	8	11										
Objective	1	1										

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		<p>few supplies or arms. The conditions convinced many to insist that the new country support a standing army instead of relying on volunteer militia units. Training schools including the U.S. Military Academy at West Point resulted. The Navy Department and the U.S. Marine Corp began after the Revolution, between 1798 and 1800, a time when the United States prepared to defend its pro-British alliances in response to French opposition. A new army was also authorized but never raised. The legacy of a professional military supplemented by the National Guard or the Reserves continues today.</p>									
<p>(5.3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;">Correlates with 8.4D</td> </tr> <tr> <td style="text-align: center;">Tested at</td> <td style="text-align: center;">8</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">Objective</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.4D			Tested at	8	11	Objective	1	1	<p>(A) identify the contributions of individuals who helped create the U.S. Constitution including James Madison and Roger Sherman; and</p>	<p>Madison: “Father of the Constitution,” supported strong central government, Virginia Plan, 3 branches of government. Wrote the first 12 amendments to the Constitution, 10 of which became the Bill of Rights, one of the others became the 27th Amendment in 1992. President of the United States during War of 1812. Wife was Dolly Madison.</p> <p>Sherman: Favored states’ rights. Great Compromise (House of Representatives and Senate). Member of committee that drafted Declaration of Independence, helped draft Articles of Confederation. Participated in Constitutional Convention, signer of the Declaration of Independence, Constitution, and Treaty of Paris</p>
Correlates with 8.4D											
Tested at	8	11									
Objective	1	1									
<p>(5.3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;">Correlates with 8.4D</td> </tr> <tr> <td style="text-align: center;">Tested at</td> <td style="text-align: center;">8</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">Objective</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.4D			Tested at	8	11	Objective	1	1	<p>(B) summarize the events that led to the creation of the U.S. Constitution.</p>	<ol style="list-style-type: none"> 1. Weakness of the Articles of Confederation: Weak central government, no president, no power to collect taxes, making laws difficult because 9 of 13 states needed to approve, no court to settle disputes between states. 2. 1777: 2nd Continental Congress. Daniel Shays, farmer rebellion (Shays Rebellion) 3. 1787, Constitutional Convention. Virginia Plan (3 branches of government), New Jersey Plan, Great Compromise (Roger Sherman), Slavery (3/5
Correlates with 8.4D											
Tested at	8	11									
Objective	1	1									

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		<p>Compromise)</p> <p>4. 1788 Constitution becomes law. Democratic republic, 3 branches of government, checks and balances, state and federal powers, federalists supported Constitution, anti-federalists feared states would lose freedom</p> <p>5. 1791 Bill of Rights</p>
<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p>	<p>(A) identify the purposes and explain the importance of the Declaration of Independence; and</p>	<p>People should have the right to control their own government</p> <p>British government and King used powers unjustly</p> <p>Not treated as British citizens</p> <p>Declare our independence from Britain</p>
<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p>	<p>(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p>	<p>Create a stronger central government</p> <p>Establish Legislative, Executive and Judicial branches</p> <p>Balanced power of branches</p> <p>Ensure freedom of citizens</p>

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Subject Area	Social Studies	Bundle #:	8									
Grade/Level	5th	Weeks:	15-16									
Unit Name/Title												
Federal system of government												
Overview												
Democratic governments are dependent upon participation of their educated population. Reserved powers are the basis for the division of power between the federal and state governments.												
TEKS - Texas Knowledge & Skills												
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification										
<p>(5.3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td colspan="3">Correlates with 8.4D</td> </tr> <tr> <td>Tested at</td> <td>8</td> <td>11</td> </tr> <tr> <td>Objective</td> <td>1</td> <td>1</td> </tr> </table>	Correlates with 8.4D			Tested at	8	11	Objective	1	1	<p>(A) identify the contributions of individuals who helped create the U.S. Constitution including James Madison and Roger Sherman; and</p>	<p>Madison: “Father of the Constitution,” supported strong central government, Virginia Plan, 3 branches of government. Wrote the first 12 amendments to the Constitution, 10 of which became the Bill of Rights, one of the others became the 27th Amendment in 1992. President of the United States during War of 1812. Wife was Dolly Madison.</p> <p>Sherman: Favored states’ rights. Great Compromise (House of Representatives and Senate). Member of committee that drafted Declaration of Independence, helped draft Articles of Confederation. Participated in Constitutional Convention, signer of the Declaration of Independence, Constitution, and Treaty of Paris</p>	
Correlates with 8.4D												
Tested at	8	11										
Objective	1	1										
	<p>(C) summarize the events that led to the creation of the U.S. Constitution.</p>	<ol style="list-style-type: none"> 1. Weakness of the Articles of Confederation: Weak central government, no president, no power to collect taxes, making laws difficult because 9 of 13 states needed to approve, no court to settle disputes between states. 2. 1777: 2nd Continental Congress. Daniel Shays, farmer rebellion (Shays Rebellion) 3. 1787, Constitutional Convention. Virginia Plan (3 branches of government), New Jersey Plan, Great Compromise (Roger Sherman), Slavery (3/5 Compromise) 4. 1788 Constitution becomes law. Democratic republic, 3 branches of government, checks and balances, state and 										

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		<p>federal powers, federalists supported Constitution, anti-federalists feared states would lose freedom</p> <p>5. 1791 Bill of Rights</p>
<p>(5.16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p>	<p>(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p>	<p>Create a stronger central government</p> <p>Establish Legislative, Executive and Judicial branches</p> <p>Balanced power of branches</p> <p>Ensure freedom of citizens</p>
<p>(5.17) Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:</p>	<p>(A) identify and explain the basic functions of the three branches of government;</p>	<p>Include the duties of the branches of government:</p> <p>Executive (i.e. President, Vice-President, and Cabinet) – carrying out the laws</p> <p>Legislative (i.e. Congress which consists of the House of Representatives and the Senate) – to make laws</p> <p>Judicial (i.e. Supreme Court) – to decide if laws are constitutional</p>
	<p>(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and</p>	<p>Share powers so that all branches check each others activities and power (checks and balance): e.g. Executive branch can veto or approve laws; Legislative makes the laws or can override Presidential veto; Judicial decides if laws are constitutional; making sure no one branch becomes too powerful)</p>
	<p>(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>	<p>National Government (e.g. military, currency, national laws, foreign trade, postal system)</p> <p>State Government (e.g. state laws, education and state highways)</p>
<p>(5.21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:</p>	<p>(A) summarize the reasons for the creation of the Bill of Rights;</p>	<p>Fundamental rights of citizens guaranteed in writing</p> <p>Limit national power</p> <p>Make the Constitution a “living” document</p>

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	(B) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;	
	(C) describe important due process rights including trial by jury and the right to an attorney; and	
	(D) summarize selected amendments to the U.S. Constitution including such as those that extended voting rights of U.S. citizens	Amendments 1-10 (Bill of Rights), 13-15, 19, 24, 26
(5.19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:	(A) explain how individuals can participate in civic affairs and political parties at the national level;	Get involved in community Educate yourself on issues Vote Run for Elected Office
	(B) analyze the role of the individual in national elections;	Individual's responsibility to vote in elections to ensure democratic process
	(C) identify significant individuals including such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process;	

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Subject Area	Social Studies	Bundle #:	9						
Grade/Level	5th	Weeks:	17-18						
Unit Name/Title									
Nationalism, industrial revolution									
Overview									
Citizens' attitudes towards the national government evolved into positive national sentiment. Economic prosperity was widespread across the nation.									
TEKS - Texas Knowledge & Skills									
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification							
<p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td colspan="2">Correlates with 8.7B, 8.18B, 8.28A, 8.28C, 8.29C</td> </tr> <tr> <td>Tested at</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Objective</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.7B, 8.18B, 8.28A, 8.28C, 8.29C		Tested at	8	Objective	1	(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>Including:</p> <p>North became industrialized due to the factory system, immigration, overpopulation of cities leading to more representation in Congress for the North</p> <p>Tariffs were imposed that forced the South to buy only northern goods</p>	
Correlates with 8.7B, 8.18B, 8.28A, 8.28C, 8.29C									
Tested at	8								
Objective	1								
<p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td colspan="2">Correlates with 8.6A-C</td> </tr> <tr> <td>Tested at</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Objective</td> <td style="text-align: center;">1</td> </tr> </table>	Correlates with 8.6A-C		Tested at	8	Objective	1	(B) identify reasons people moved west;	Land, gold, jobs, destruction of Southern cities as a result of the Civil War, religious freedom	
Correlates with 8.6A-C									
Tested at	8								
Objective	1								
<p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p>	(C) identify examples of U.S. territorial expansion;	<p>Land Ordinance of 1785, Northwest Ordinance, Louisiana Purchase (Jefferson's and Napoleon's roles, prompted the Lewis and Clark Expedition), Florida</p> <p>Manifest Destiny, Texas, Oregon Country, California</p>							
<p>(5.4) History. The student understands political, economic, and social changes that occurred in the United States during</p>	(F) explain how industry and the mechanization of agriculture changed the American way of life; and	<p>Increase production and lower cost</p> <p>Examples include: Eli Whitney's cotton gin, interchangeable parts, John Deere steel plow, and</p>							

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the 19th century. The student is expected to:		McCormick reaper									
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.	industrialization, growth of railroads, labor unions, big business, child labor, immigrants, growth of cities, treatment of minorities, canal building Indian Removal Act – Trail of Tears									
(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to: <table border="1" style="margin-left: 20px;"> <tr> <td colspan="3">Correlates with 8.4B</td> </tr> <tr> <td>Tested at</td> <td>8</td> <td>11</td> </tr> <tr> <td>Objective</td> <td>1</td> <td>1</td> </tr> </table>	Correlates with 8.4B			Tested at	8	11	Objective	1	1	(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;	Washington: first president of the United States, :”Father of Our Country,” commander-in-chief of Continental Army during American Revolution, chairman of the Constitutional Convention, surveyor, planter, soldier, Federalist
Correlates with 8.4B											
Tested at	8	11									
Objective	1	1									
(5.12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:	(A) describe the development of the free enterprise system in colonial America and the United States;	Free enterprise: an economic system in which people can start and operate businesses for profit with little government control.									
(5.12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:	(B) describe how the free enterprise system works in the United States; and	Economic freedom to create own business, decide what to make, how much to produce, what price to charge Voluntary exchange of goods/money Private property—you own business, not the government Profit motive (to make money for self) Increased specialization can occur									
5.12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:	(C) give examples of the benefits of the free enterprise system in the United States	Including: New products developed and competition for markets created (e.g. entrepreneur, Michael Dell, and individual financial worth)									
(5.13) Economics. The student	(A) explain how supply and demand	More companies supplying product produces lower prices									

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<p>understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p>	<p>affects consumers in the United States; and</p>	<p>for customers (e.g. demand high/supply low – prices increase; demand low/supply high – prices decrease)</p>
<p>(5.18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(B) sing or recite The Star-Spangled Banner and explain its history;</p>	<p>Francis Scott Key created the anthem during the Battle of Fort McHenry during the War of 1812</p>

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Subject Area	Social Studies	Bundle #:	10
Grade/Level	5 th	Weeks:	19-20
Unit Title			
Westward Expansion			
Overview			
During the 19 th century, Americans moved westward for a variety of reasons and developed a wide variety of methods to accomplish this expansion.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;	Including: North became industrialized due to the factory system, immigration, overpopulation of cities leading to more representation in Congress for the North Tariffs were imposed that forced the South to buy only northern goods	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify reasons people moved west;	Land, gold, jobs, religious freedom	
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(A) analyze how people in different parts of the United States earn a living, past and present;	People settle in areas where there are resources to use to meet basic needs. As settlers moved inland and west, they made their living by farming, ranching, and mining. Today, people earn their living in many ways. Depending on where they live, some are still farmers, fishermen, loggers, and miners, but many work in factories and high-tech, and most work in service jobs (e.g. teachers, policemen, firefighters, government).	
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(C) locate the fifty states on a map and identify regions made up of various groups of states including such as New	Southeast	

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	England and the Great Plains	
(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(B) describe clusters of settlement in the United States and explain their distribution;	Examples include: Natural resources such as Gold-CA , Oil-TX and Land-OK
(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.	Climate Fertility of land Proximity to waterways, oceans, or mountains

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Subject Area	Social Studies		Bundle #:	11
Grade/Level	5 th		Weeks:	21-22
Unit Title				
Beginning of American Civil War				
Overview				
Differences between the North and South led to growing tensions in America.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation		Student Learning Outcome Clarification	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;		Including: North became industrialized due to the factory system, immigration, overpopulation of cities leading to more representation in Congress for the North Tariffs were imposed that forced the South to buy only northern goods	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify reasons people moved west;		destruction of Southern cities as a result of the Civil War	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.		industrialization, growth of railroads, immigrants, growth of cities, treatment of minorities	
(5.12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:	(B) describe how the free enterprise system works in the United States; and		Economic freedom to create own business, decide what to make, how much to produce, what price to charge Voluntary exchange of goods/money Private property—you own business, not the government Profit motive (to make money for self) Increased specialization can occur	
(5.13) Economics. The student understands the impact of supply and	(B) evaluate the effects of supply and demand on business, industry, and		including the plantation system, in the United States. (e.g. cotton in demand → cotton gin invented → more	

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demand on consumers and producers in a free enterprise system. The student is expected to:	agriculture, including the plantation system , in the United States.	cotton produced → more land needed → more slaves to work on land), gas prices, seasonal items (fruit, clothing, etc.)
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Subject Area	Social Studies		Bundle #:	12
Grade/Level	5 th		Weeks:	23-24
Unit Title				
Civil War and Reconstruction				
Overview				
The American Civil War impacted all regions, people and aspects of American life.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) describe the causes and effects of the Civil War;	Causes: Tariffs, States' Rights, slavery, industry vs agriculture, sectionalism, election of 1860, advances in warfare technology Effects: Abolition of slavery; Gettysburg Address, Emancipation Proclamation, Lincoln's assassination; Reconstruction; Amendments 13, 14, 15, ships w/iron sides, telegraph, and hot-air balloons		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify reasons people moved west;	jobs, destruction of Southern cities as a result of the Civil War,		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;	13 th – Abolish Slavery, 14 th – protect rights of citizens, 15 th – granted Black Men the right to vote		
(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(C) analyze the location of cities in the United States, including capital cities , and explain their distribution, past and present	Proximity to: waterways, railroads, center of state, transportation, canals, and communication centers		
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(A) describe a variety of regions in the United States including such as political, population, and economic regions that result from patterns of	Political: free and slave states, Civil War states (Unions and Confederate, “border states”), republican/democrat Population regions: east coast, westward expansion,		

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	human activity;	northern/middle/southern colonies, north/south, Economic: free and slave states, farming and industrial areas, relationship between railroads and cities, roads/Interstate highways and cities (past and present)
(5.20) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	(B) identify and compare leadership qualities of national leaders, past and present.	Independent thinkers, honesty, and integrity (e.g. Washington, Lincoln, FD Roosevelt, Kennedy, and LB Johnson)

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Subject Area	Social Studies	Bundle #:	13
Grade/Level	5 th	Weeks:	25-26
Unit Title			
Social Studies Research Skills			
Overview			
Students develop specific interests about different aspects of the American Civil War and perform various research.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) describe the causes and effects of the Civil War;	Causes: Tariffs, States' Rights, slavery, industry vs agriculture, sectionalism, election of 1860, advances in warfare technology Effects: Abolition of slavery; Gettysburg Address, Emancipation Proclamation, Lincoln's assassination; Reconstruction; Amendments 13, 14, 15, ships w/iron sides, telegraph, and hot-air balloons	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify reasons people moved west;	jobs, destruction of Southern cities as a result of the Civil War,	
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;	13 th – Abolish Slavery, 14 th – protect rights of citizens, 15 th – granted Black Men the right to vote	
(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.	Examples include: Abraham Lincoln, and Harriet Tubman	
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(B) identify how scientific discoveries and technological innovations including such as the Transcontinental Railroad, the discovery of oil, and the rapid growth of technology industries		

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	have advanced the economic development of the United States;	
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(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;	Examples include: Improved quality of life Germ theory and penicillin Made life easier and/or improved communication: telegraph, signal balloons, observation balloons, Gatling Gun, Ironclads
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(D) analyze environmental changes brought about by scientific discoveries and technological innovations including such as air conditioning and fertilizers ; and	Including examples: Beneficial to humans, but not beneficial to environment (i.e. air conditioning and fertilizers) Harmful to humans and their environment (i.e. health problems and pollution)
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(E) predict how future scientific discoveries and technological innovations could affect life in the United States.	
(5.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(A) describe ways people have adapted to and modified their environment in the United States, past and present;	Past: New England colonists farmed, fished, and built ships to use in trade with England. Today: irrigation, water and oil/gas wells and pipelines, air-conditioning/heating, seasonal clothing.
(5.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(B) identify reasons why people have adapted to and modified their environment in the United States, past and present, including such as the use of human resources to meet basic needs ;	Basic needs include: shelter, food , and clothing Including examples: sod homes in the plains wooden homes in Northeast
(5.9) Geography. The student understands how people adapt to and	(C) analyze the consequences of human modification of the environment	In the past, plantation owners in the Southern Colonies planted tobacco on the same land year after year which

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<p>modify their environment. The student is expected to:</p>	<p>in the United States, past and present.</p>	<p>depleted the soil of nutrients. This made it necessary to continuously clear more land. Today, people are modifying the environment by using up the supply of nonrenewable resources such as minerals and fuels (coal and oil). However, there are efforts to use these resources more efficiently and to find replacements. Air conditioning results in higher population, more fuel, and more pollution.</p>
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Subject Area	Social Studies		Bundle #:	14
Grade/Level	5 th		Weeks:	27-28
Unit Title				
Social Studies research skills				
Overview				
Students develop specific interests about different aspects of the American Civil War and perform various research.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(D) describe the causes and effects of the Civil War;	Causes: Tariffs, States' Rights, slavery, industry vs agriculture, sectionalism, election of 1860, advances in warfare technology Effects: Abolition of slavery; Gettysburg Address, Emancipation Proclamation, Lincoln's assassination; Reconstruction; Amendments 13, 14, 15, ships w/iron sides, telegraph, and hot-air balloons		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(B) identify reasons people moved west;	jobs, destruction of Southern cities as a result of the Civil War,		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;	13 th – Abolish Slavery, 14 th – protect rights of citizens, 15 th – granted Black Men the right to vote		
(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.	Examples include: Abraham Lincoln, and Harriet Tubman		
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(B) identify how scientific discoveries and technological innovations including such as the Transcontinental Railroad, the discovery of oil, and the rapid growth of technology industries			

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	have advanced the economic development of the United States;	
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(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;	Examples include: Improved quality of life Germ theory and penicillin Made life easier and/or improved communication: telegraph, signal balloons, observation balloons, Gatling Gun, Ironclads
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(D) analyze environmental changes brought about by scientific discoveries and technological innovations including such as air conditioning and fertilizers ; and	Including examples: Beneficial to humans, but not beneficial to environment (i.e. air conditioning and fertilizers) Harmful to humans and their environment (i.e. health problems and pollution)
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(E) predict how future scientific discoveries and technological innovations could affect life in the United States.	
(5.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(B) describe ways people have adapted to and modified their environment in the United States, past and present;	Past: New England colonists farmed, fished, and built ships to use in trade with England. Today: irrigation, water and oil/gas wells and pipelines, air-conditioning/heating, seasonal clothing.
(5.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(B) identify reasons why people have adapted to and modified their environment in the United States, past and present, including such as the use of human resources to meet basic needs ;	Basic needs include: shelter, food , and clothing Including examples: sod homes in the plains wooden homes in Northeast
(5.9) Geography. The student understands how people adapt to and	(C) analyze the consequences of human modification of the environment	In the past, plantation owners in the Southern Colonies planted tobacco on the same land year after year which

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<p>modify their environment. The student is expected to:</p>	<p>in the United States, past and present.</p>	<p>depleted the soil of nutrients. This made it necessary to continuously clear more land. Today, people are modifying the environment by using up the supply of nonrenewable resources such as minerals and fuels (coal and oil). However, there are efforts to use these resources more efficiently and to find replacements. Air conditioning results in higher population, more fuel, and more pollution.</p>
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Subject Area	Social Studies	Bundle #:	15
Grade/Level	5 th	Weeks:	29-30
Unit Title			
Industrialization and Immigration			
Overview			
During the years following the Civil War, immigration increased and immigrants settled in larger population centers. New inventions impacted how people lived their lives.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(A) describe a variety of regions in the United States including such as political, population, and economic regions that result from patterns of human activity;	Population regions: east coast, north/south, Economic: farming and industrial areas, relationship between railroads and cities, roads and cities (past and present)	
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(C) locate the fifty states on a map and identify regions made up of various groups of states including such as New England and the Great Plains	Midwest and West	
(5.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(A) identify and describe the types of settlement and patterns of land use in the United States;	North - rural, urban, metropolitan areas, South - agriculture and plantation systems Patterns of land use: farming, ranching, industry, housing, shops, parks, resorts	

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Subject Area	Social Studies		Bundle #:	16
Grade/Level	5 th		Weeks:	31-32
Unit Title				
US as a World Power				
Overview				
Around the turn of the Century (19 th -20 th) the US becomes a world power.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(5.7) Geography. The student understands the concept of regions. The student is expected to:	(B) describe a variety of regions in the United States that result from physical characteristics including such as landform, climate, and vegetation regions	Landform: Appalachian Mountains, Rocky Mountains, Great Lakes, Great Plains, Coastal Plain Climate: North, South, Midwest, Alaska/Hawaii Vegetation: Midwest and Great Plains (farming-corn, soybeans, wheat, cotton, indigo, tobacco, rice), northeast and northwest (forests), Southwest (desert),		
(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(C) identify examples of U.S. territorial expansion;			
(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:	(B) identify the accomplishments of notable individuals including 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.	Carrie Chapman Catt – Women’s Suffrage Association, rights for women to vote, 19 th amendment Dwight Eisenhower – Military leader and President, ordered troops into Arkansas to keep peace during integration of schools in Arkansas Martin Luther King, Jr. – Civil Rights Leader, “I have a dream” speech Rosa Parks – During segregation she refused to give up her seat on the bus to a white man and was arrested. This led to the boycott of the Montgomery Bus Company. Colin Powell – first African-American chairman of the Joint Chief of Staff, Military Leader Franklin D. Roosevelt – President who created the “New		

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		Deal”, created public works program Further examples: Ronald Reagan and Cesar Chavez
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;	Panama Canal National Parks (tourism)
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;	mass production - Henry Ford, Assembly Lines, Eli Whitney -Interchangeable parts, John Deere – farming equipment specialization – expert in a field (e.g, teacher, banker, engineer, etc.) division of labor - assembly line, worker does only part of larger job

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Subject Area	Social Studies		Bundle #:	17
Grade/Level	5 th		Weeks:	33-34
Unit Title				
Great Depression/WW II				
Overview				
The Great Depression impacted all aspects of life in America. WWII was the costliest and most widespread war in human history.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:	(A) analyze various issues and events of the 20th century including such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and	Additional examples: Cause and effect of the above, including: the Cold War, Korean Conflict, the Vietnam War, Iraq and the fall of Communism		
(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:	(B) identify the accomplishments of notable individuals including 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.	Carrie Chapman Catt – Women’s Suffrage Association, rights for women to vote, 19 th amendment Dwight Eisenhower – Military leader and President, ordered troops into Arkansas to keep peace during integration of schools in Arkansas Franklin D. Roosevelt – President who created the “New Deal”, created public works program Further examples: Ronald Reagan and Cesar Chavez		
(5.20) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	(B) identify and compare leadership qualities of national leaders, past and present.	Independent thinkers, honesty, and integrity (e.g. Washington, Lincoln, FD Roosevelt, Kennedy, and LB Johnson)		
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;	<ul style="list-style-type: none"> • Immigration: Many immigrants work for lower wages which helps businesses and the economy to grow. • Migration: People migrated west, settling the country coast to coast. From 1915-1930, many African Americans left the South and moved to northern cities to work in factories. 		

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		<ul style="list-style-type: none"> Limited resources: Nations acquire more territories to gain more resources. WW II required production of some supplies and the shortage of others which were rationed. The shortage of workers meant that many women and African -Americans went to work and received better wages.
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;	<p>mass production - Henry Ford, Assembly Lines, Eli Whitney -Interchangeable parts, John Deere – farming equipment</p> <p>specialization – expert in a field (eg, teacher, banker, engineer, etc.)</p> <p>division of labor - assembly line, worker does only part of larger job</p>
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and	<p>Transportation: National Road, steam engine, Erie Canal, steam locomotives, Transcontinental Railroad, street cars, subway, automobile, and airplane</p> <p>Communication: telephone, telegraph, television, computer, radio, and satellite</p> <p>All of the above have increased economic activities.</p>
(5.14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.	<p>The Great Migration (South to North) 1910-1920</p> <p>19th Amendment: 1920</p> <p>New Deal: 1930’s</p>
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:	(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;	<p>Examples include:</p> <p>Improved quality of life</p> <p>Germ theory, penicillin, Polio vaccine</p> <p>Made life easier and/or improved communication: cell phones, satellites, airplanes, automobiles</p>

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Subject Area	Social Studies	Bundle #:	18
Grade/Level	5 th	Weeks:	35-36
Unit Title			
Cold War			
Overview			
The Cold War demonstrated America's role as a World Power.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.	Examples include: Martin Luther King, Jr., Rosa Parks, and Cesar Chavez	
(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:	(A) analyze various issues and events of the 20th century including such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and	Additional examples: Cause and effect of the above, including: the Cold War, Korean Conflict, the Vietnam War, Iraq and the fall of Communism	
(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:	(B) identify the accomplishments of notable individuals including 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.	Further examples: Martin Luther King Jr., Rosa Parks, Dwight Eisenhower, Ronald Reagan and Cesar Chavez	