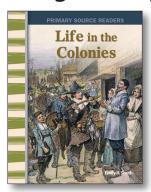
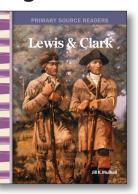


Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)



ders: Life in the Colonies



ders: Expanding the Nation

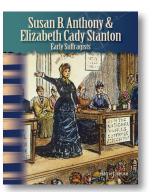


ders: Industrial Revolutior

Leveled Readers and Lesson Plans

ders: Civil War Is Coming

ders: Slavery in America

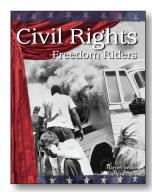


ders: Martin Luther King Jr.

ders: Between the Wars

ders: Elizabeth Cady Stanton

ders: Hillary Rodham Clinton



Reader's

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	Grade 5
	Teacher Created Materials

	Charles the state of the state	TEXAS EDITION Grade 5 Teacher Created Materials	Primary Source Readers: Life in the Color	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresse	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the N	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in Ameri	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Com	Science Readers: George washington Ca Primary Source Readers: Industrial Revol	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wa	Primary Source Readers: Wartin Luther K	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stant	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The C Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.1.A	The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.	~																								~				~
	5.1.B	The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.	_																								~				~
TEKS	5.2.A	The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.			~	,		~																							
•	5.2.B	The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.			•	•																									
	5.2.C	The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.			~	~	~																								

Exploring Social	Studies
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•		Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America Primary Source Readers:	American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Lutner Ming Jr. Primary Source Readers:	Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.3.A	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 identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.				'	~					•																				~
	5.3.B	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 identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.					~				•	•																				
	5.4.A	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to describe the causes and effects of the War of 1812.									~	•																				
	5.4.B	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.														~	,															
	5.4.C	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify reasons people moved west.							~	~																						
TEKS	5.4.D	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.							~	~																						
	5.4.E	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.										•		•	/																	
	5.4.F	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to explain how industry and the mechanization of agriculture changed the American way of life.													•																	
	5.4.G	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.											•				~															
	5.5.A	The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.																_	•		/				~				~			
	5.5.B	The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.																					•	•		V						

Primary Sources

Reader's

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		Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	rillialy source reducts. The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary source Readers: James Madison Primary Source Readers: Slavery in America	Primary Source Readers:	American Indians in the T800s Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr. Primary Source Readers:	Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting	Edge: Breakthroughs in Iechnology Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.5.C	The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.																		/ /	,	<i>,</i>					V			
	5.6.A	The student uses geographic tools to collect, analyze, and interpret data. The student is expected to apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.																										V	~	
	2.6.B	The student uses geographic tools to collect, analyze, and interpret data. The student is expected to translate geographic data into a variety of formats such as raw data to graphs and maps.																										~	~	
	5.7.A	The student understands the concept of regions in the United States. The student is expected to describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.																										~	~	
TEKS	5.7.B	The student understands the concept of regions in the United States. The student is expected to describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.																										V	~	
F	5.7.C	The student understands the concept of regions in the United States. The student is expected to 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 the Northeast, the Midwest, and the Southwest.																												
	5.7.D	The student understands the concept of regions in the United States. The student is expected to locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.																												
		The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to identify and describe the types of settlement and patterns of land use in the United States.																										V	~	
		The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.																								V		V	~	~
	5.8.C	The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.																												

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Primary Sources

Reader's

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	Exploring Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Filmary source reduces. The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Indulson Primary Source Readers: Slavery in America	Primary Source Readers:	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II Primary Source Readers: Martin Lither King Ir	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Ohama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	The student understands how people adapt to and modify their environment. The student is expected to describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.																											~	
	The student understands how people adapt to and modify their environment. The student is expected to analyze the positive and negative consequences of human modification of the environment in the United States, past and present.																											~	
	The student understands the basic economic patterns of early societies in the United States. The student is expected to explain the economic patterns of early European colonists.	~																							•				V
	The student understands the basic economic patterns of early societies in the United States. The student is expected to identify major industries of colonial America.	•																											~
	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to describe the development of the free enterprise system in colonial America and the United States.																												
KS	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to describe how the free enterprise system works in the United States.																												
TEK	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to give examples of the benefits of the free enterprise system in the United States.																												
	The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to explain how supply and demand affects consumers in the United States.																'												
	The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.														-		_												
	The student understands patterns of work and economic activities in the United States. The student is expected to compare how people in different parts of the United States earn a living, past and present.														~		_											~	~
	The student understands patterns of work and economic activities in the United States. The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																										V	~	~
	The student understands patterns of work and economic activities in the United States. The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.							~								~	_												

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		Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	rimaly source Reddels. The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison Primary Source Readers: Slavery in America	Primary Source Readers, Stavery III America	American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	TIME For Kids® Nonfiction Readers:	20th Century: Race to the Moon	Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.13.D	The student understands patterns of work and economic activities in the United States. The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.														~		(<u> </u>												
	5.13.E	The student understands patterns of work and economic activities in the United States. The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.							_						•	•									•						
	5.14.A	The student understands the organization of governments in colonial America. The student is expected to identify and compare the systems of government of early European colonists, including representative government and monarchy.	~			V																								V	•
	5.14.B	The student understands the organization of governments in colonial America. The student is expected to identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	~			/																									V
	5.15.A	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to identify the key elements and the purposes and explain the importance of the Declaration of Independence.		~		V																									•
TEKS	5.15.B	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to explain the purposes of the U.S. Constitution as identified in the Preamble.					•																								~
•	5.15.C	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to explain the reasons for the creation of the Bill of Rights and its importance.					V																								~
	5.16.A	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to identify and explain the basic functions of the three branches of government.				~	•																								~
	5.16.B	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.				~	V																								
	5.16.C	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to distinguish between national and state governments and compare their responsibilities in the U.S. federal system.																													
	5.17.A	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant																													

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Exploring Social Studies	
Grade 5	

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Exploring Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison Primary Source Readers: Slavery in America	Primary Source Reducts. Stavery III Afficia	American Indians in the 1800s	Primary source Readers: Civil War Is Coming Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	<u> </u>	20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to sing or recite "The Star-Spangled Banner" and explain its history.									~																				
The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to recite and explain the meaning of the Pledge of Allegiance to the United States Flag.																													
The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.																													
The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.																													
The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to explain the duty individuals have to participate in civic affairs at the local, state, and national levels.																													
The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to explain how to contact elected and appointed leaders in local, state, and national governments.																													
The student understands the importance of effective leadership in a constitutional republic. The student is expected to explain the contributions of the Founding Fathers to the development of the national government.				~	~																								
The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.				~	~				•											<i>\</i>									
The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify and compare leadership qualities of national leaders, past and present.																				· .	•								
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 describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.					'																								~
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 describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.					~					-	/							~	•										

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•		Exploring Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.21.A	The student understands the relationship between the arts and the times during which they were created. The student is expected to identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride."		V	V						~				V				~													
	5.21.B	The student understands the relationship between the arts and the times during which they were created. The student is expected to explain how examples of art, music, and literature reflect the times during which they were created.		~	~				~						·				•													
	5.22.A	The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.																													~	
	5.22.B	The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to describe customs and traditions of various racial, ethnic, and religious groups in the United States.																													~	
	5.22.C	The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	~	~								•	-				•	/		~									~		~	
TEKS	5.23.A	The student understands the impact of science and technology on society in the United States. The student is expected to identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.														•	•								~							
	5.23.B	The student understands the impact of science and technology on society in the United States. The student is expected to identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.														•									~	V				V		
	5.23.C	The student understands the impact of science and technology on society in the United States. The student is expected to explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.																		~					V	V						
	5.23.D	The student understands the impact of science and technology on society in the United States. The student is expected to predict how future scientific discoveries and technological innovations could affect society in the United States.																							V	V						
	5.24.A	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.	•	~	V	,	V	V	•	~	~	· •	•	v	~	•	•	/ /	′ ′	~	•	V	V (V				•	V	~	~

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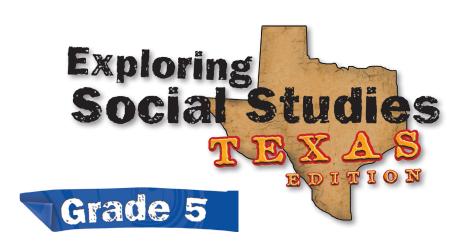
											Le	vele	d Re	aders	and	Les	son F	Plans	;									Thea		Sources		gitai ources
		Exploring Social Studies TEXAS Grade 5	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Readers: George	Primary Source Readers: Industrial Revolution	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Source Readers:	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Source Readers: Barack Obama	ry Source	20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
	5.24.B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	~	V	~	V	~	V	~	~	~	~	•	~	•	•	V	, ,	V	~	~	~	v .		'	~		v	~	V	V	V
	5.24.C	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	~	~	~	'	~	V	~	•	•	•	•	•	•	•	<i>\</i>	,	V	~	•	~	•		•	~		•	•	V	>	'
	5.24.D	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to identify different points of view about an issue, topic, or current event.	~	~	V	~	~	V	~	~	•	~	~	~	~	•	V	, ,	~	~	•	~	V .	/	~			~	~	V	>	~
	5.24.E	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to identify the historical context of an event.	~	~	~	•	~	•	~	•	~	•	~	•	•	-	<i>'</i>	•	•	~	•	•	•		•			~	•	~		V
S	5.25.A	The student communicates in written, oral, and visual forms. The student is expected to use social studies terminology correctly.	~	~					~	~	~	•	~			-		•			•	•	•	/	•	•		~	•		V	~
TEKS	5.25.B	The student communicates in written, oral, and visual forms. The student is expected to incorporate main and supporting ideas in verbal and written communication.	~	~	~	_	~	~	~	•	~	•	•	•	•	•	<i>'</i>	′ ′	~	~	•	~	•		•	•		•	~	~	~	~
	5.25.C	The student communicates in written, oral, and visual forms. The student is expected to express ideas orally based on research and experiences.	~	~	~	•	~	~	~	~	~	~	~	~	•	•	<i>'</i>	′ ′	~	~	~	~	v	/	'	•		~	~	V	~	~
	5.25.D	The student communicates in written, oral, and visual forms. The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	~	•	~	'	~	~	~	~	~	~	•	•	•	•	<i>,</i>	•	~	~	~	~			•	•		•	~	•	~	~
	5.25.E	The student communicates in written, oral, and visual forms. The student is expected to use standard grammar, spelling, sentence structure, and punctuation.																														
	5.26.A	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	~		~											•											~	~		✓	V	
	5.26.B	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.										/															~			V	~	~

Updated 1/2/15

Digital

Reader's

Primary



								L	evel	ed R	eader	s an	d Le	sson	Pla	ns				1					1	der's ater	Primary Sources	1 '	gital ources
Exploring Social Studies TEXAS FOITION Grade 5	Primary Source Readers: Life in the Colonies	Source Readers: laration of Independence	Primary Source Readers: The American Revolution		Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark Primary Source Readers: The War of 1812	James Madison	Primary Source Readers: Slavery in America	Source Readers: n Indians in the	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Source Readers: Industrial Re	Primary Source Readers: Immigration	Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World Wal III Primary Source Readers: Martin Luther King Jr.	Source Readers: Anthony & Flizabeth Cady Sta	ource Readers: Barack Ob	Primary Source Readers: Hillary Rodham Clinton	r Kids [®] Nonfictio ntury: Race to th	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)
Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	~	~	V	~	V	V	~	<i>,</i>	•	~	~	•	~	•		•	-	<i>'</i>	V	•	•	•	~	•	V	V	V	~	V
Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	V	V	~	_	•	V	~	v v	· ·	~	~	~	•	•		·	/ 0	, ,	•	•	~	•	~	~	~	~	V	~	~
Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	V	~	V	V	V	V	~	V	V	~	~	~	V	•		v	/ u	· ·	~	~	~	V	~	~	V	V	~	~	~
Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	~	V	V	V	V	V	~	V		~	~	~	V	~		•	/ 0	/ /	•	V	~	V	~	~	V	~	V	V	~
Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	~	~	V	~	~	V	~	V	•	~	~	•	•	~		•	-	<i>'</i>	•	~	•	V	~		V	V	~	\ \	V

ELPS

the student's level of English language proficiency.