

**5th Grade U.S. History 4th 9-weeks
Scope and Sequence 2010-2011**

Fourth Quarter (Expansion & Change; The United States & the World)

Geography	The student understands the concept of regions.	5.7 (C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.				
Geography	The student understands the concept of regions.	5.7 (A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity				
Citizenship	The student understands the importance of individual participation in the democratic process.	5.19 (A) explain how individuals can participate in civic affairs and political parties at the national level.			TB: Foresman – pp 216-217.	3 days
Citizenship	The student understands the importance of individual participation in the democratic process.	5.19 (B) analyze the role of the individual in national elections.			TB: Foresman – pp 216-217.	3 days
Citizenship	The student understands the importance of individual participation in the democratic process.	5.19 (D) explain how to contact elected and appointed leaders in the national governments.			TB: Foresman – pp 216-217.	3 days

**5th Grade U.S. History 4th 9-weeks
Scope and Sequence 2009-2010**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands the importance of effective leadership in a democratic society.	5.20 (A) identify leaders in the national governments, including the president and selected members of Congress, and their political parties.			TB: Foresman – pp 216-217.	3 days
Geography	The student understands the concept of regions.	5.7 (C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.			TB: Foresman – pp 216-217.	3 days
Geography	student understands the location and patterns of settlement and the geographic factors that influence where people live	5.9 (A) describe ways people have adapted to and modified their environment in the United States, past and present			TB: Foresman – pp 216-217.	3 days
Geography	student understands the location and patterns of settlement and the geographic factors that influence where people live	5.9 (B) identify reasons 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.				
Geography	student understands the location and patterns of settlement and the geographic factors that influence where people live	5.9 (C) analyze the consequences of human modification of the environment in the United States, past and present.				

**5th Grade U.S. History 4th 9-weeks
Scope and Sequence 2009-2010**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Economics	The student understands patterns of work and economic activities in the United States.	5.14 (B) identify and explain how geographic factors have influenced the location of economic activities in the United States 5.14 (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States		Obj.#3		
Economics	The student understands patterns of work and economic activities in the United States.	5.14 (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States 5.14 (E) analyze how developments in transportation and communication have influenced economic activities in the United States				
Science, technology, and society.	The student understands the impact of science and technology on life in the United States.	5.24 (B) identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States		Obj.#5		

**5th Grade U.S. History 4th 9-weeks
Scope and Sequence 2009-2010**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Science, technology, and society.	The student understands the impact of science and technology on life in the United States.	5.24 (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		Obj.#5		
Geography	The student understands the location and patterns of settlement and the geographic factors that influence where people live.	(5.8D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.				
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	(5.25B) 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; (5.25C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps; (5.25D) identify different points of view about an issue or topic;		Obj.#5		

**5th Grade U.S. History 4th 9-weeks
Scope and Sequence 2009-2010**

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the relationship between the arts and the times during which they were created.	(5.22A) identify significant examples of art, music, and literature from various periods in U.S. history; (5.22B) explain how examples of art, music, and literature reflect the times during which they were created.	Identify and explain the importance of the songs “The World Turned Upside Down” and “Yankee Doodle.		TB: Foresman – pp 318, 324-325	1 day 40 of 44 days END OF FOURTH NINE WEEKS