

## WE THE PEOPLE *TEKS* CORRELATION FOR 5<sup>TH</sup> GRADE SOCIAL STUDIES

Texas Essential Knowledge and Skills for Social Studies	We the People... Unit/Lesson Number and/or Page Number
5.1 History (A) -- Explain when, where, and why groups of people colonized and settled in the United States.	Unit 1, Lesson 1, pp. 6-7
5.1 History (B) – Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.	Roger Williams: Unit 4, Lesson 18, p. 145
5.2 History (A) – Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington.	Thomas Jefferson: Unit 1, Lesson 5, p. 42 George Washington: Unit 2, Lesson 8, p. 66
5.2 History (B) – Analyze the causes and effects prior to and during the American Revolution such as the Boston tea Party.	Unit 1, Lesson 5
5.2 History (C) -- Summarize the results of the American Revolution, including the establishment of the United States and the origins of the U.S. military institutions.	Unit 1, Lesson 6
5.3 History (A) – Identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution.	Unit 2, Lesson 8
5.3 History (B) – Summarize the events that led to the creation of the U.S. Constitution.	Unit 2, Lesson 7
5.4 History (E) – Explain the reasons for and rights provided by the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments to the U.S. Constitution.	Unit 2, Lesson 10, p. 83 Unit 4, Lesson 19 Unit 4, Lesson 21, pp. 167-169
5.5 History (B) – Identify the accomplishments of notable individuals 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.	Martin Luther King, Jr.: Unit 4, Lesson 19, p. 156 Rosa Parks: Unit 4, Lesson 19, pp. 155-156

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<p>5.9 Geography (A) – Describe ways people have adapted to and modified their environment in the United States, past and present.</p>	<p>Unit 1, Lesson 1, p.8</p>
<p>5.9 Geography (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.</p>	<p>Unit 1, Lesson 1, p. 8</p>
<p>5.10 Economics (B) – Explain the economic patterns of early European colonists.</p>	<p>Unit 1, Lesson 1, pp. 8 &amp; 9</p>
<p>5.11 Economics (A) – Identify the economic motivations for European exploration and settlement in the United States.</p>	<p>Unit 1, Lesson 1</p>
<p>5.11 Economics (B) – Identify major industries of colonial America.</p>	<p>Unit 1, Lesson 1</p>
<p>5.15 Government (A) -- Compare the systems of Government of early European colonists.</p>	<p>Unit 1, Lessons 3 &amp; 4</p>
<p>5.15 Government (B) – Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>	<p>Unit 1, Lesson 3 &amp; 4</p>
<p>5.16 Government (A) – Identify the purposes and explain the importance of the Declaration of Independence.</p>	<p>Unit 1, Lesson 5</p>
<p>5.16 Government (B) – Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p>	<p>Unit 3, Lesson 11</p>
<p>5.17 Government (A) – Identify and explain the basic functions of the three branches of government.</p>	<p>Unit 3, Lessons 12, 13, 14, &amp; 15</p>
<p>5.17 Government (B) – Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.</p>	<p>Unit 3, Lesson 12</p>
<p>5.17 Government (C) – Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>	<p>Unit 3, Lesson 16</p>

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<p>5.19 Citizenship (A) – Explain how individuals can participate in civic affairs and political parties at the national level.</p>	<p>Unit 5, Lesson 24</p>
<p>5.19 Citizenship (B) – Analyze the role of the individual in national elections.</p>	<p>Unit 5, Lessons 23 &amp; 24</p>
<p>5.19 Citizenship (C) – Identify significant individuals such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process.</p>	<p>Cesar Chavez: Unit 1, Lesson 3, p. 24 Benjamin Franklin: Unit 2, Lesson 8, p. 67</p>
<p>5.21 Citizenship (A) – Summarize the reasons for the Bill of Rights.</p>	<p>Unit 4, p. 132 Unit 4, Lessons 17, 18, &amp; 20</p>
<p>5.21 Citizenship (B) – Describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government.</p>	<p>Unit 4, Lessons 17 &amp; 18</p>
<p>5.21 Citizenship (C) – Describe important due process rights including trial by jury and the right to an attorney.</p>	<p>Unit 4, Lesson 20</p>
<p>5.21 Citizenship (D) – Summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. Citizens.</p>	<p>Unit 4, Lessons 19, 20, &amp; 21</p>
<p>5.25 Social Studies Skills (A) – Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.</p>	<p>Units 1-5, All Lessons: 1-24</p>
<p>5.25 Social Studies Skills (B) – 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.</p>	<p>Units 1-5, All Lessons: 1-24</p>
<p>5.25 Social Studies Skills (C) – Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p>	<p>Unit 1, Lessons 1 &amp; 5 Unit 2, Lesson 7 &amp; 9 Unit 3, Lesson 16</p>

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5.25 Social Studies Skills (D) – Identify different points of view about an issue or topic.	Unit 1, Lessons 4 & 5; Unit 2, Lessons 9 & 10; Unit 3, Lessons 12, 13, 15, & 16; Unit 4, Lessons 17-20
5.25 Social Studies Skills (E) – Identify the elements of frame of reference that influenced the participants in an event.	Unit 1, Lessons 1 & 5; Unit 2, Lessons 7, 9, & 10; Unit 3, Lessons 13-16; Unit 4, Lessons 17-19; Unit 5, Lesson 24
5.26 Social Studies Skills (A) – Use social studies terminology correctly.	Units 1-5, All Lessons: 1-24
5.26 Social Studies Skills (B) – Incorporate main and supporting ideas in verbal and written communication.	Units 1-5, All Lessons: 1-24
5.26 Social Studies Skills (C) – Express ideas orally based on research and experiences.	Units 1-5, All Lessons: 1-24
5.26 Social Studies Skills (D) – Create written and visual materials such as journal entries, reports, graphic organizers, outlines, and bibliographies.	Unit 1, Lessons 2, 4, 5, & 6; Unit 2, Lessons 7-10; Unit 3, Lessons 11, 13, & 15; Unit 4, Lessons 17-21; Unit 5, Lessons 22-24
5.26 Social Studies Skills (E) – Use standard grammar, spelling, sentence structure, and punctuation.	Unit 1, Lessons 2, 4, 5, & 6; Unit 2, Lessons 7 & 8; Unit 3, Lessons 11, 13, & 15; Unit 4, Lessons 17-21; Unit 5, Lessons 22-24
5.27 Social Studies Skills (A) – 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.	Unit 1, Lessons 4 & 5; Unit 2, Lessons 9 & 10; Unit 3, Lessons 11, 13, & 15; Unit 4, Lessons 17 & 20; Unit 5, Lesson 24
5.27 Social Studies skills (B) – 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.	Unit 1, Lessons 4 & 5; Unit 2, Lessons 8 & 9; Unit 3, Lessons 13 & 15; Unit 4, Lessons 17-19