

August 2006

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
<p>TSW apply geographic tools, including grid systems, legends, symbols, scales, and compass roses to construct and interpret maps. TSW understand the concept of region and identify and describe the regions of the United States. TSW locate the fifty states on a map.</p>		<p>TSW locate and identify the present states and capitals of the Southwest region.</p>				
TAKS 2		TEKS 6A, 7ABC		TAKS 2 TEKS 7C, 8C		IFA 1-9
20	21	22	23	24	25	26
<p>TSW compare/contrast Native American groups in North America before European exploration by interpreting information and organizing it in a chart: where and how the different groups lived, ways they adapted to and modified the environment, economic patterns, celebrations, customs, traditions, and contributions. (Eastern Woodlands-Iroquois; Great Plains– Cheyenne; Southwest-Pueblo and Hopi; Northwest-Kwakiutl)</p>						<p>IFA 11-14, 16-18, 10</p>
TAKS 1, 2, 3, 5		TEKS 4G, 8AD, 9AB, 10A, 23ABC, 25BC, 26ABCDE				
27	28	29	30	31		
<p>TSW compare/contrast explorers to North America by interpreting information and organizing it in a chart: countries of origin, countries for whom they explored, reasons for exploring, areas explored, results of explorations. (Columbus, Champlain, De Leon, Coronado, De Soto, Hudson, Cabeza de Vaca, and La Salle). TSW locate explorers' countries of origin and exploration routes on maps and globes.</p>				<p>TSW locate and identify the present states and capitals of the Southwest region.</p>		
TAKS 1, 2, 3, 5		TEKS 1A, 6AB, 11A, 25BCDE, 26ABCDE		TAKS 2 TEKS 7C, 8C		IFA 20-23, 25-28, 15

September 2006

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					Staff Development	
3	4	5	6	7	8	9
	Labor Day	TSW explain when, where, and why groups of people colonized and settled in the United States (such as the early colonies of Roanoke, Jamestown, New Amsterdam, Plymouth, and Massachusetts Bay), including geographic and economic factors.				
		TAKS 1, 2, 3		TEKS 1AB, 8BD, 11A		IFA 31, 35,36, 19
10	11	12	13	14	15	16
Support Session 9/14 Admin.	TSW describe the accomplishments of significant colonial leaders (such as John White, John Smith, William Bradford, and John Winthrop). TSW understand/compare examples of early colonial government including the Mayflower Compact and the Virginia House of Burgesses.				TSW locate and identify the present states and capitals of the Northeast region .	
	TAKS 1, 4		TEKS 1B, 15AB		TAKS 2 TEKS 7C, 8C	
17	18	19	20	21	22	23
TSW locate and identify the New England, Middle, and Southern colonies and describe the geography of the colonies. TSW explain the economic patterns of early European colonists; identify the major industries of colonial America; describe the development of the free enterprise system in colonial America. TSW describe the accomplishments of significant colonial leaders (such as Roger Williams, Anne Hutchinson, and William Penn).						
	TAKS 1, 2, 3		TEKS 1B, 7B, 10B, 11B, 12A			IFA 32-33, 37, 29
24	25	26	27	28	29	30
TSW analyze the causes and effects of events prior to the American Revolution, including the French and Indian War, the Stamp Act, and the Townshend Acts. TSW identify contributions of significant individuals such as George Washington, Patrick Henry, Samuel Adams, Mercy Otis Warren, and King George III, relative to the events listed above.					Early Release/ Staff Development	
	TAKS 1		TEKS 2AB			IFA 40-42, 34

October 2006

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
<p>TSW analyze the causes and effects of events prior to the American Revolution, (the Boston Massacre, the Tea Act, the Boston Tea Party, the Intolerable Acts, and the First Continental Congress).</p> <p>TSW identify the contributions of Crispus Attucks, Paul Revere, George Washington, and Patrick Henry, relative to the events listed above.</p>						
		TAKS 1			TEKS 2AB	IFA 44-47, 39
8	9	10	11	12	13	14
District Assessment #1 Oct. 10-13	Staff Development	<p>Review: TSW analyze information by sequencing and organizing events prior to the American Revolution in an illustrated timeline, including the French and Indian War, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts and the First Continental Congress.</p>				
		TAKS 5		TEKS 25BC, 26ABCDE		IFA 40-42, 44-47, 43
15	16	17	18	19	20	21
Campus Scanning Deadline for Social Studies Assessment - October 18	<p>TSW analyze and sequence events during the American Revolution: Paul Revere's ride, the battles of Lexington and Concord and Bunker Hill; the Second Continental Congress, Olive Branch Petition, and <i>Common Sense</i>.</p> <p>TSW identify the contributions of Paul Revere, John Adams, George Washington, John Hancock, and Thomas Paine, relative to the events listed above.</p>				Early Release/ Parent Conferences	
	TAKS 1, 5		TEKS 2AB, 25BC			IFA 49-51, 48
22	23	24	25	26	27	28
<p>TSW analyze and sequence events during the American Revolution: the Declaration of Independence, the battle of Saratoga, the winter at Valley Forge, the battle of Yorktown, and the Treaty of Paris.</p> <p>TSW identify the purposes and explain the importance of the Declaration of Independence.</p> <p>TSW identify the contributions of George Washington, Benjamin Franklin, Thomas Jefferson, General Cornwallis, and Benjamin Franklin, relative to the events listed above.</p>						
		TAKS 1, 4, 5			TEKS 2AB, 16A, 19C, 25BC	IFA 52, 54, 53
29	30	31				
<p>TSW summarize the events that led to the creation of the U.S. Constitution such as the weaknesses of the Articles of Confederation and Shays' Rebellion.</p> <p>TSW identify contributions of individuals who helped create the U.S. Constitution (Madison, Sherman, and Washington).</p>			<p>See first week in November.</p>			
TAKS 1		TEKS 3AB				IFA 55-57

November 2006

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			<p>TSW summarize the results of the American Revolution, including the provisions of the Treaty of Paris, the establishment of the United States, and the origins of the U.S. military institutions.</p>			
			TAKS 1	TEKS 2C		IFA 58
	5	6	7	8	9	10
	<p>Celebrate Freedom Week: Celebrate Freedom Unit November 6-9</p>	<p>TSW explain the purposes of the U.S. Constitution. TSW explain patriotic symbols and landmarks (U.S. flag, bald eagle, Liberty Bell, Uncle Sam, Washington Monument, Lincoln Memorial, White House, Capitol Building, Tomb of the Unknowns, Statue of Liberty). TSW recite/explain the meaning of the Pledge of Allegiance. TSW describe the contributions of Benjamin Banneker.</p>			<p>TSW describe the origins and significance of Veterans Day.</p>	
		TAKS 4, 5	TEKS 16B, 18AC, 24A	TAKS 4	TEKS 18D	<p>Early Release/Staff Development</p>
	12	13	14	15	16	17
	<p>TSW identify and explain the basic functions of the three branches of government; identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution. TSW identify leaders in the national government (the president and selected members of Congress). TSW identify/compare leadership qualities of national leaders, past and present. TSW distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>					
		TAKS 4			TEKS 17ABC, 20AB	IFA 64-68
	19	20	21	22	23	24
	<p>T H A N K S G I V I N G B R E A K</p>					
	26	27	28	29	30	
	<p>Support Session 11/28 Admin.</p>	<p>TSW summarize the reasons for the creation of the Bill of Rights; describe important individual rights (freedom of religion, speech, press, and the right to assemble and petition the government); describe important due process rights (trial by jury and the right to an attorney).</p>			<p>TSW summarize selected amendments to the U.S. Constitution (those that extended voting rights to U.S. citizens). TSW understand the importance of participation in the democratic process; explain how to contact leaders in the national government.</p>	
		TAKS 4	TEKS 21ABC	TAKS 4	TEKS 19ABD, 21D	IFA 69-73, 78

January 2007

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	W I N T E R B R E A K		Staff Development	TSW review the Southeast, Southwest, and Northeast regions of the United States, and locate the present states and capitals in each region. TSW locate and identify the present states and capitals in the Midwest region .		(Review: IFA 6-9, 20, 30)
				TAKS 2	TEKS 7C, 8C	IFA 82
7	8	9	10	11	12	13
TSW identify examples of U.S. territorial expansion (Louisiana Purchase). TSW understand and explain the significance and effects of the Lewis and Clark Expedition and the contributions of the significant individuals involved (Thomas Jefferson, Meriwether Lewis, William Clark, and Sacagawea); locate and trace the Lewis and Clark journey on maps. TSW use primary sources (Lewis and Clark journal entries/drawings) and secondary sources (print and visual material) to acquire information about the Lewis and Clark Expedition.						
	TAKS 1, 2, 5			TEKS 4C, 6AB, 9AB, 25AF		IFA 79-80, 87
14	15	16	17	18	19	20
	Martin Luther King Jr. Day	TSW sing or recite <i>The Star-Spangled Banner</i> and explain its history, including significant events and persons of the War of 1812 (the battle of Fort McHenry and Francis Scott Key).				
		TAKS 4		TEKS 18B		IFA 81, 91
21	22	23	24	25	26	27
TSW identify reasons people moved west; locate and identify the western trails on maps. TSW understand and explain the significance of the Monroe Doctrine, Indian Removal Act, Trail of Tears, Mexican War, Gold Rush, Pony Express, and the transcontinental railroad. TSW understand how and why people have modified the environment and the Consequences of that modification, past and present.						
	TAKS 1, 2, 5		TEKS 4B, 6AB, 9ABC, 24B		TAKS 2	TEKS 7C, 8C
						IFA 83-86, 96
28	29	30	31			
TSW compare and contrast the North and the South before the Civil War (geography, economy, population, rural and urban ways of life, agriculture and industry, and issues such as slavery, tariffs, and states' rights), and organize the information in a chart.				See first week in February.		
	TAKS 1, 3, 5		TEKS 4D, 14AB, 25BCD, 26ABCDE			IFA 92-95

February 2007

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
				<p>TSW locate and identify the northern and southern states on a map.</p> <p>TAKS 2 TEKS 6AB IFA 111, 101</p>			
4	5	6	7	8	9	10	
<p>TSW analyze and describe causes and effects of events and issues prior to the Civil War: slavery, slave rebellions, Underground Railroad, states' rights, Missouri Compromise, Fugitive Slave Law, Compromise of 1850, and the Kansas-Nebraska Act.</p> <p>TSW explain the significance and/or contributions of individuals such as Nat Turner, Sojourner Truth, Frederick Douglas, Harriet Tubman, and Henry Clay, relative to the events listed above.</p> <p>TAKS 1, 3 TEKS 4D, 23C IFA 97-100, 106</p>							
11	12	13	14	15	16	17	
<p>TSW analyze and describe causes and effects of events and issues prior to the Civil War: publication of <i>Uncle Tom's Cabin</i>, the case of Dred Scott, the raid on Harpers Ferry, election of Abraham Lincoln, and the secession of southern states.</p> <p>TSW explain the significance and/or contributions of individuals such as Harriet Beecher Stowe, Dred Scott, John Brown, and Abraham Lincoln, relative to the events listed above.</p> <p>TAKS 1, 3 TEKS 4D, 23C IFA 102-105, 110</p>							
18	19	20	21	22	23	24	
<p>TSW understand the significance of and describe events during the Civil War: battles of Fort Sumter, Bull Run, Antietam; the Anaconda Plan; the Emancipation Proclamation.</p> <p>TSW organize events listed above in a timeline and/or chart.</p> <p>TSW explain the significance and/or contributions of individuals such as Jefferson Davis, Winfield Scott, Thomas "Stonewall" Jackson, Robert E. Lee, Abraham Lincoln, and Clara Barton.</p> <p>TAKS 1, 5 TEKS 4D, 25BC, 26D IFA 107-109, 113, 112</p>							
25	26	27	28				
	<p>Presidents Day Observed</p>	<p>TSW understand the significance of and describe events during the Civil War: battles of Gettysburg and Vicksburg; the Gettysburg Address; Sherman's "March to the Sea," and Appomattox Court House.</p> <p>TSW add events listed above to the timeline and/or chart.</p> <p>TSW explain the significance and/or contributions of individuals such as General Sherman, Ulysses S. Grant, and Robert E. Lee.</p> <p>TAKS 1, 5 TEKS 4D, 25BC, 26D IFA 114-115, 117</p>					

March 2007

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
<p>TSW analyze significant events and issues following the Civil War: assassination of Abraham Lincoln, Reconstruction, black codes, Freedmen's Bureau, 13th, 14th, 15th amendments, and the Jim Crow laws. TSW explain the significance of John Wilkes Booth and Andrew Johnson.</p> <p>TAKS 1, 4</p> <p>TEKS 4DE, 21D</p> <p>IFA 116, 122</p>						
11	12	13	14	15	16	17
<h3>S P R I N G B R E A K</h3>						
18	19	20	21	22	23	24
<p>TSW identify changes resulting from the Industrial Revolution and how they affected the American way of life; describe the characteristics/benefits of the free enterprise system and the impact of supply and demand. TSW describe contributions of inventors and scientists and their impact on economic activities, development, and growth of the United States (Thomas Edison, George Washington Carver, Alexander Graham Bell, John D. Rockefeller, John J. Audubon, and Andrew Carnegie). TSW use problem-solving and decision-making skills to analyze the decisions Madame C. J. Walker and Thomas Edison had to make in their businesses. (See pages 18-23 and H5 in social studies textbook.)</p> <p>TAKS 1, 3, 5</p> <p>TEKS 4A, 12BC, 13AB, 14DEF, 24ABCDE, 26C, 27AB</p> <p>IFA 74-77, 88-90, 127</p>						
25	26	27	28	29	30	31
<p>TSW identify the challenges, opportunities, and contributions of immigrant groups to the U.S. TSW identify reasons immigrants left their homelands and settled in the United States and where they settled. TSW analyze effects of immigration on economic growth/development of the United States; explain impact of American ideas about progress and equality of opportunity on the economic development and growth of the U. S.</p> <p>TAKS 1, 2, 3</p> <p>TEKS 4A, 7A, 8B, 14CF, 23AC</p> <p>IFA 118-121, 132</p>						

April 2007

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
TAKS Math 4/2 4/3	<p>TSW analyze important issues, events, and individuals of the 20th century: Theodore Roosevelt, reforms, World War I, Treaty of Versailles, and Woodrow Wilson.</p> <p>TSW identify accomplishments of notable individuals (Carrie Chapman Catt and Susan B. Anthony) who have made contributions in the area of women's rights; summarize the 19th Amendment to the U.S. Constitution.</p>				Good Friday	
	TAKS 1, 4		TEKS 5AB, 21D, 25BCDE			IFA 123-126, 135
8	9	10	11	12	13	14
<p>TSW analyze important issues, events, and individuals of the 20th century: Roaring Twenties, Great Depression, and Franklin D. Roosevelt.</p> <p>TSW identify examples of art, music, and literature from the Roaring Twenties and explain how they reflect the times.</p> <p>TSW explain the causes and effects of the Great Depression.</p> <p>TSW compare and contrast the Roaring Twenties and the Great Depression.</p>						
	TAKS 1, 3, 5			TEKS 5AB, 22AB, 25B		IFA 128-131, 143
15	16	17	18	19	20	21
T A K S Testing						
22	23	24	25	26	27	28
<p>TSW understand and analyze important issues, events, and individuals of World War II: Hitler's invasion of Poland, Japan's attack on Pearl Harbor, Japanese internment camps, and the Allied invasion of Normandy; Nazis, Axis, Allies, Hitler, Mussolini, Stalin, Franklin D. Roosevelt, and Dwight D. Eisenhower.</p>						
	TAKS 1			TEKS 5AB		IFA 133-134, 136, 138, 148
29	30					
See first week in May.						

May 2007

5th Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
<p>TSW understand and analyze important issues, events, and individuals of World War II: concentration and death camps, the Holocaust, and the atomic bomb, the surrender of Germany and Japan; Adolf Hitler, Franklin D. Roosevelt, and Harry S. Truman.</p>						
TAKS 1			TEKS 5AB		IFA 137, 140-142, 139	
6	7	8	9	10	11	12
<p>TSW understand and analyze important issues, events, and individuals of the Cold War and Korean War (Truman, Eisenhower, and MacArthur. TSW use social studies terminology correctly: communism, cold war, Iron Curtain.</p>			<p>TSW identify accomplishments of Martin Luther King, Jr., Rosa Parks, Thurgood Marshall, and Cesar Chavez who have made contributions to society in the area of civil rights and modeled active participation in the democratic process.</p>			
TAKS 1, 5		TEKS 5AB, 26A		TAKS 1, 4		TEKS 5B, 19C
IFA 144-147, 149-151, 153						
13	14	15	16	17	18	19
<p>End-of-Year District Assessment 5/17</p> <p style="text-align: center;">Review for End-of-Year Assessment.</p>						
20	21	22	23	24	25	26
<p style="text-align: center;">Campus Scanning Deadline for Social Studies Assessment</p> <p>Discussion: TSW explain how scientific discoveries and technological innovations in medicine, communication, and transportation have benefited individuals and society; analyze environmental changes brought about by these discoveries; and predict how future discoveries and innovations could affect life in the United States.</p>						
TAKS 5			TEKS 24CDE, 26ABC		Early Release	
IFA 152,						
27	28	29	30	31		
Memorial Day		Teacher Workday				