

Social Studies Streamlining Work Group A
Grade 5

Key People (# of people, vagueness of TEKS, including and such as)
5.1B, 5.2B, 5.3B, 5.4G, 5.5C, 5.18AB, 5.22C, 5.23A

Geography Stand (strands are redundant, can be streamlined and combined)
5.6B, 5.7C, 5.8A, 5.8B, 5.9A, 5.9B

TEKS for Review (broad and ill defined)

5.5 all SEs
5.13E-American ideas?
5.14A and B
5.5C
5.19AB
5.21 all SE's
5.23 all SE's
5.22 all SE's

CONSIDER DELETING/STREAMLINING-5.10ALL, 5.11ALL, 5.12ALL, 5.13ALL,

CONSIDERING KEEPING AS IS: 5.2ABC, 5.3ABC, 5.5ABC, 8.7ABCD, 5.18AB, 5.21B

5th Gr. GUIDING QUESTIONS

1. What are the main concerns that were raised in the survey and ESC feedback?

The key people derived and implied from the SEs was a huge concern referenced by the survey. The survey also brought to light that many teachers think that some of the TEKS are too broad or ill-defined for example, 8.11A and 8.14B.

The consensus from the ESC scope surveys is that we do not have enough instructional minutes to adequately teach students all of the required TEKS.

The survey also revealed that 5th grade teachers wanted to reduce the scope of time covered in their TEKS. Some suggested stopping after Reconstruction and others after World War II. The teachers also suggested reducing the number of strands for 5th grade. They recommended only focusing on the TEKS covered in History, Government and Geography.

2. What suggestions do you have for how work groups can address these concerns?

We used the survey data to compile a list of special consideration items for the future groups to review. They are:

Key People –We listed all the TEKS that contain people who are both addressed directly and indirectly. Please review these people and decide which ones should be included and which ones should be deleted.

On Going TEKS- geography, economics, culture and citizenship, and science and technology. These TEKS sometimes overlap with the history standards and require teachers to combine and reduce. Example 5.9A, B and C.

Limit the TEKS to just including and drop the such as category.

3. Are three specific concepts/topics/student expectations that are particularly problematic? If so, what is problematic about each?

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The broad and ill-defined TEKS require specificity, streamlining, or deletion. See the list above.

4. Are there specific concepts/topics/student expectations that should not be deleted or changed? Yes, please see the list above. Some may require work but these were listed in the survey by teachers.

5. Do you have any other suggestions for ways in which the social studies TEKS can be streamlined or improved?

Being 8th teachers, who taught the subject, we realized that our TEKS can be placed in two categories- the entrees and the side dishes.

The entrees are the TEKS that drive instruction-such as the history and government strands.

The side dishes come from the TEKS that are ongoing-geography, culture, citizenship, science and technology and to some degree, Economics.

Our suggestions:

- 1) A rubric to have requirements that address which people we need to address and assess
- 2) Focus streamlining efforts on the TEKS listed above. It took 10500 minutes to cover all the TEKS. We would have to lose 1/3 of our TEKS to meet the number of instructional minutes districts actually have.
- 3) Combine TEKS as possible.
- 4) The grouping began in Work Group A seems to be the most efficient method to complete the streamlining for all the grade levels.

Days to Minutes				
	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
Unit 1: United States Geography (15 days)				
5.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	3	20	60	
5.7(B) 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	4	20	80	
5.7(C) locate on a map important political features such as the Northeast, the Midwest, and the Southwest regions	4	20	80	
5.7(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, Atlantic Ocean, Pacific Ocean, Sierra Nevada Mountains and Great Plains	4	20	80	
5.6(B) translate geographic data into a variety of formats such as raw data to graphs and maps	3	20	60	
5.8(A) identify and describe the types of settlement and patterns of land use in the United States	4	20	80	
5.8(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	4	20	80	
5.9(A) 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	4	20	80	
5.13A compare how people in different parts of the United States earn a living, past and present	3	20	60	
5.13(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	3	20	60	
	36	200	720	
Unit 2: Exploration, Colonization and Settlement (19 Days)				
5.1(A) 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	3	20	60	
5.10(B) identify major industries of colonial America	5	20	100	
5.13(B) identify and explain how geographic factors have influenced the location of economic activities in the United States	5	20	100	
5.14(A) identify and compare the systems of government of early European colonists, including representative government and monarchy	3	20	60	
5.14(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses	3	20	60	
5.1(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams	2	20	40	
5.7(A) SPIRAL describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	2	20	40	
5.8(A) SPIRAL identify and describe the types of settlement and patterns of land use in the United States	3	20	60	
5.9(A) SPIRAL 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	5	20	100	
5.10(A) explain the economic patterns of early European colonists	5	20	100	
5.13A compare how people in different parts of the United States earn a living, past and present	3	20	60	
	39	220	780	
Unit 3: American Revolution (19 Days)				
5.2 (A) 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	2	20	40	
5.2(B) 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	3	20	60	
5.2(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military	3	20	60	
5.15(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence	3	20	60	
5.21(A) 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"	1	20	20	
	12	100	240	
Unit 4: Foundations & Functions of Government (19 Days)				
8.4D analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three Fifths Compromise	3	20	60	
8.15A identify the influences of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalists Papers, and selected Anti-Federalist writings, on the U.S. system of government	4	20	80	
5.15 (B) explain the purposes of the U.S. Constitution as identified in the Preamble (popular sovereignty)	1	20	20	
5.15 (C) explain the reasons for the creation of the Bill of Rights and its importance	2	20	40	
5.16 (A) identify and explain the basic functions of the three branches of government (separation of powers)	4	20	80	
5.16(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (checks and balances)	4	20	80	
5.18(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels	2	20	40	
5.20 (A) 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	3	20	60	
5.3(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation	3	20	60	
5.3(B) 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	2	20	40	
5.4(A) Spiral: describe the causes and effects of the War of 1812	2	20	40	
5.16(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system (federalism)	4	20	80	
5.17(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant	1	20	20	
5.17(B) sing or recite "The Star-Spangled Banner" and explain its history	1	20	20	
5.17(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag	1	20	20	

	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
5.17(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore	1	20	20	
5.19(A) explain the contributions of the Founding Fathers to the development of the national government	2	20	40	
	33	300	660	
Unit 5: Industrial Revolution, Manifest Destiny, Civil War and Reconstruction (18 Days)				
5.4(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States	2	20	40	
5.4(C) identify reasons people moved west	3	20	60	
5.4(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny	3	20	60	
5.4(E) 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	3	20	60	
5.23(A) identify the accomplishments of notable individuals in the fields of science and technology, including Eli Whitney	3	20	60	
5.4(A) describe the causes and effects of the War of 1812	1	20	20	
5.4(F) explain how industry and the mechanization of agriculture changed the American way of life	3	20	60	
5.7 (A) SPIRAL describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	1	20	20	
5.8 (A) SPIRAL identify and describe the types of settlement and patterns of land use in the United States	2	20	40	
5.8(B) SPIRAL explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	2	20	40	
5.9 (A) 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	1	20	20	
5.17(B) sing or recite "The Star-Spangled Banner" and explain its history	1	20	20	
5.23(A) identify the accomplishments of notable individuals in the fields of science and technology, including Eli Whitney	1	20	20	
	26	260	520	
Unit 6: Industrialization, Immigration and Change (24 Days)				
5.5(A) 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	8	20	160	
5.13(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States	3	20	60	
5.13D describe the impact of mass production, specialization, and division of labor on the economic growth of the United States	3	20	60	
5.23B 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	3	20	60	
5.5C (C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Roosevelt, 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.	2	20	40	
5.4(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups	1	20	20	
5.8(B) SPIRAL explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	1	20	20	
5.9(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present	1	20	20	
	22	160	440	
Unit 7: Economics & Free Enterprise (25 Days)				
5.11B describe how the free enterprise system works in the United States	4	20	80	
5.11(C) give examples of the benefits of the free enterprise system in the United States	4	20	80	
5.12A explain how supply and demand affects consumers in the United States	6	20	120	
5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of natural resources to meet basic needs	1	20	20	
5.11(A) describe the development of the free enterprise system in colonial America and the United States	2	20	40	
5.12(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States	3	20	60	
5.13(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States	1	20	20	
5.13 A compare how people in different parts of the United States earn a living, past and present	2	20	40	
	23	160	460	
Unit 7: Modern America (22 Days)				
5.5(A) analyze various issues and events of the 20th century such as the civil rights movement and military actions	22	20	440	
5.5(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election	4	20	80	
5.7(C) 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	4	20	80	
5.8(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present	2	20	40	
5.9(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present	1	20	20	
5.17(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore	3	20	60	
5.20(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens	3	20	60	
5.8(A) identify and describe the types of settlement and patterns of land use in the United States	1	20	20	
5.8(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present	1	20	20	
5.13A compare how people in different parts of the United States earn a living, past and present	2	20	40	
5.13B identify and explain how geographic factors have influenced the location of economic activities in the United States	1	20	20	
5.18(B) explain how to contact elected and appointed leaders in local, state, and national governments	2	20	40	
5.19(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties	2	20	40	
5.19(C) identify and compare leadership qualities of national leaders, past and present	1	20	20	
5.23(D) predict how future scientific discoveries and technological innovations could affect society in the United States	1	20	20	

	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
5.23(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	1	20	20	
	51	320	1020	
TOTAL	242	1720	4840	