

## Update to Content Not Reviewed by SRP

### Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2015

Publisher: Studies Weekly, Inc.

Subject Area/Course: Social Studies Grade 5

### Adopted Program Information:

Title: Texas Studies Weekly: Fifth Grade

ISBN: 978-1-936766-65-9

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN:N/A

### Adopted Component Information

Title: Texas Studies Weekly: Fifth Grade Teacher Edition

ISBN: 978-1-936766-65-9

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: N/A

Identical Component ISBN:N/A

### Publisher's overall rationale for this update

As requested by the TEA, Studies Weekly is providing all new standards alignment forms for our updated publications to support the streamlined TEKS.

As requested by the TEA, Studies Weekly also updated the frontmatter in our Teacher Editions to include the correct notation of the Streamlined TEKS. This is a documentation of these updates to the Teacher Edition front matter.

### Publisher's overall description of the change

Studies Weekly is providing the TEA's alignment form for each grade level in Excel format.

We list the standards at the beginning of every Unit and Week of content in the Teacher Edition. We have updated these lists to include the correct notation of the Streamlined TEKS.

## Update to Content Not Reviewed by SRP

### Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <https://online.studiesweekly.com>

Currently Adopted Content Username: TXreview

Currently Adopted Content Password: Demo2024

Proposed Updated Content URL: <https://online.studiesweekly.com>

Proposed Updated Content Username: TXreview

Proposed Updated Content Password: Demo2024

### Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

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#### **(SE)(Breakout(s)) and (Citation Type(s))**

The Standards section in the frontmatter of our Teacher Editions **was never cited in our correlations**, therefore we don't have any breakouts to reference in these changes, nor would they apply to any citation types. We are just updating the notation of the TEKS in our frontmatter, which is a reference tool only.

#### **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Unit 1. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

#### **Description of the specific location and hyperlink to the exact location of the proposed new content**

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### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 1

Geography of the United States

PRINT

## Standards

- **5.12**  
Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- **5.24**  
Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.6A**  
Describe political and economic regions in the United States that result from patterns of human activity.
- **5.6B**  
Describe regions in the United States based on physical characteristics such as landform, climate, and vegetation.
- **5.6C**  
Locate on a map important political features such as the five largest cities by population in the United States and the 50 states.
- **5.6D**  
Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.
- **5.7A**  
Identify and describe the patterns of settlement such as rural, urban, and suburban.
- **5.7**  
Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 1

Geography of the United States

PRINT

Standards

- **5.12(b)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.23(d)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(e)**  
Identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(A)**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- **5.24(b)**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(b)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(c)**  
Express ideas orally based on research and experiences
- **5.25(d)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.6(A)**  
Describe political and economic regions in the United States that result from patterns of human activity
- **5.6(b)**  
Describe regions in the United States based on physical characteristics such as landform, climate, and vegetation
- **5.6(c)**  
Locate on a map important political features, such as the five largest cities by population in the United States and the fifty states
- **5.6(d)**  
Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains
- **5.7(A)**  
Identify and describe the patterns of settlement such as rural, urban, and suburban
- **5.7(B)**  
Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States
- **5.7(c)**  
Analyze the geographic factors that influence the location of the first largest urban areas in the United States and explain their distribution
- **5.8(A)**  
Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs
- **5.8(b)**  
Analyze the positive and negative consequences of human modification of the environment in the United States
- **5.9(b)**  
Identify major industries of colonial America such as shipbuilding and growing of cash crops

Need more resources?

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 1. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 1

## Maps and Map Tools

PRINT

- [Enduring Understandings](#)
- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.

### Vocabulary

**cardinal directions** north, south, east, west

**cartographer** a person who creates maps and decides what to include on them

**climate** the study of weather over time

**climate map** shows whether a place is usually warm or cold and wet or dry

**compass rose** a symbol that shows the cardinal directions

**coordinates** numbers, letters, or both along the margins of a map that help you find a place's location

**cultural map** maps that identify community cultures and resources

**globe** a round model of the Earth showing where water, land, and countries are located

**grid system** helps you describe the absolute location on a map using grid lines and coordinates

**historical map** maps that were drawn or printed in the past and are used to show geographical ideas of the times and places in which they were produced

**physical map** a map that shows the natural features of an area

**political map** a map that shows the borders of regions, countries, states, and cities

**population map** a map used to show the overall distribution of the population within a particular area or region

### Standards

- 5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- 5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 1

## Maps and Map Tools

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
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TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.

### Standards

- 5.24(A)**  
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- 5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

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Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

## Update to Content Not Reviewed by SRP

In the left navigation panel of the Teacher Edition, click Week 2. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

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### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 2

## Human-Environment Interaction

PRINT

- Vocabulary
- Standards
- Week Storyline
- Teacher Background Knowledge
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**climate** the average weather conditions of a place over an extended period of time

**economic region** groups of states that have similar industries that are the major economic force for that area

**human characteristics** features that come from human ideas and interactions that people have with their environment

**human-environment interaction** explores the relationship between people and the environment

**invasive species** organisms that have been brought to a place where they are not meant to live

**physical characteristics** features that are part of a natural environment

**political region** a region defined by political features, such as cities, states, countries, and continents

**region** an area that has similar characteristics

### Standards

- 5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.8A**  
Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.
- 5.8B**  
Analyze the positive and negative consequences of human modification of the environment in the United States.
- 5.9B**  
Identify major industries of colonial America such as shipbuilding and growing of cash crops.

## Update to Content Not Reviewed by SRP

### Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 2  
Human-Environment Interaction

Standards

- **5.12(B)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.8(A)**  
Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs
- **5.8(B)**  
Analyze the positive and negative consequences of human modification of the environment in the United States
- **5.9(B)**  
Identify major industries of colonial America such as shipbuilding and growing of cash crops

### (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

### Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 3. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

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### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 3

## Movement and Settlement in the United States

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**climate** the average weather conditions of a place over an extended period of time

**merchants** people who did nothing but conduct trade

**pull factor** an attraction or draw to a place

**push factor** when a person's way of life is in danger

**trade route** an area used by merchants for economic purposes

### Standards

- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.7A**  
Identify and describe the patterns of settlement such as rural, urban, and suburban.
- **5.7B**  
Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States.
- **5.7C**  
Analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



# Update to Content Not Reviewed by SRP

Week 3

Movement and Settlement in the United States

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION  
STUDENT EDITION

## Standards

- **5.23(d)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(e)**  
identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.7(A)**  
identify and describe the patterns of settlement such as rural, urban, and suburban
- **5.7(B)**  
explain the geographic factors that influence patterns of settlement and the distribution of population in the United States
- **5.7(C)**  
analyze the geographic factors that influence the location of the first largest urban areas in the United States and explain their distribution

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

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In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 4

## Regions of the United States

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.

### Standards

- **5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- **5.6A**  
Describe political and economic regions in the United States that result from patterns of human activity.
- **5.6B**  
Describe regions in the United States based on physical characteristics such as landform, climate, and vegetation.
- **5.6C**  
Locate on a map important political features such as the five largest cities by population in the United States and the 50 states.
- **5.6D**  
Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 4

## Regions of the United States

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.

### Standards

- **5.24(A)**  
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- **5.6(A)**  
describe political and economic regions in the United States that result from patterns of human activity
- **5.6(B)**  
describe regions in the United States based on physical characteristics such as landform, climate, and vegetation
- **5.6(C)**  
locate on a map important political features, such as the five largest cities by population in the United States and the fifty states
- **5.6(D)**  
create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854->

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[c2beeba131ff/publications/121/teacher-resources](https://online.studiesweekly.com/publications/121/teacher-resources)

**Description of the specific location and hyperlink to the exact location of the proposed new content**  
In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 5

**Political and Economic Regions of the United States** PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

**Standards**

- 5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- 5.6A**  
Describe political and economic regions in the United States that result from patterns of human activity.
- 5.7B**  
Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States.

TEACHER EDITION  
STUDENT EDITION

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 5

**Political and Economic Regions of the United States** PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

**Standards**

- 5.12(b)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- 5.23(d)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 5.24(A)**  
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- 5.6(A)**  
describe political and economic regions in the United States that result from patterns of human activity
- 5.7(b)**  
explain the geographic factors that influence patterns of settlement and the distribution of population in the United States

TEACHER EDITION  
STUDENT EDITION

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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### **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Unit 2. Standards are listed at the top of the web page.

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Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 2

Colonial America

PRINT

## Standards

- **5.10A**  
Identify the development of the free enterprise system in colonial America and the United States.
- **5.10**  
Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
  - **5.10B**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- **5.12A**  
Compare how people in different regions of the United States earn a living, past and present.
- **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- **5.13A**  
Compare the systems of government of early European colonists, including representative government and monarchy.
- **5.13**  
Government. The student understands the organization of governments in colonial America. The student is expected to:
  - **5.13B**  
Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- **5.1A**  
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**  
History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:
  - **5.1B**  
Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.9A**  
Explain the economic patterns of early European colonies.
- **5.9**  
Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:
  - **5.9B**  
Identify major industries of colonial America such as shipbuilding and growing of cash crops.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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Unit 2

Colonial America

PRINT

Standards

- **5.10(A)**  
Identify the development of the free enterprise system in colonial America and the United States
- **5.13(A)**  
Compare the systems of government of early European colonists, including representative government and monarchy
- **5.13(B)**  
Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
- **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
- **5.1(B)**  
Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.24(B)**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.9(A)**  
Explain the economic patterns of early European colonies

Need more resources?

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 6

## Exploration and Early Colonization

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.1A**  
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.
- **5.1B**  
Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 6

## Exploration and Early Colonization

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **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
- **5.1(B)**  
describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 7. Standards are listed at the top of the web page.

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## Update to Content Not Reviewed by SRP

**Description of the specific location and hyperlink to the exact location of the proposed new content**  
In the left navigation panel of the Teacher Edition, click Week 7. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 7

### The Colonies and Their Founding

PRINT

- Vocabulary
- Standards
- Week Storyline
- Teacher Background Knowledge
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

#### Vocabulary

**charter** legal document given by the king of England  
**company** investors who provided ships, tools, food, water, and protection for the people who moved to America  
**export** to sell to other countries  
**import** to buy from other countries

#### Standards

- 5.10A**  
Identify the development of the free enterprise system in colonial America and the United States.
- 5.1A**  
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.
- 5.1B**  
Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- 5.25A**  
Use social studies terminology correctly.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.9A**  
Explain the economic patterns of early European colonies.

### Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



# Update to Content Not Reviewed by SRP

Week 7

The Colonies and Their Founding

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.10(A)**  
identify the development of the free enterprise system in colonial America and the United States
- **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
- **5.1(B)**  
describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.9(A)**  
explain the economic patterns of early European colonies

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 8. Standards are listed at the top of the web page.

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## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 8. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 8

## Colonial Governments

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**charter** a legal document given by the king of England to a company or individual to create a colony  
**compact** an agreement or contract between individuals or groups of people  
**House of Burgesses** a legislature of white, property-owning men who chose representatives to make laws for them in assembly meetings  
**junta** a government that relies on strict military rules and consequences where one man has authority  
**monarchy** a system of government in which a country is ruled by one leader, a king or queen, who was born into the role  
**oligarchy** a government in which authority rests with a single group or dominant class  
**representative democracy** rule of law is established and every person becomes equally accountable in court

### Standards

- 5.13A**  
Compare the systems of government of early European colonists, including representative government and monarchy.
- 5.13B**  
Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- 5.1A**  
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.
- 5.1B**  
Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 8

## Colonial Governments

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- 5.13(A)**  
compare the systems of government of early European colonists, including representative government and monarchy
- 5.13(B)**  
Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
- 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
- 5.1(B)**  
describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- 5.25(ε)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 3. Standards are listed at the top of the web page.

## Update to Content Not Reviewed by SRP

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### Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 3. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 3

**American Revolution**

PRINT

#### Standards

- **5.14A**  
Explain the purposes, key elements, and the importance of the Declaration of Independence.
- **5.20A**  
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."
- **5.20**  
Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
  - **5.20B**  
Explain how examples of art, music, and literature reflect the times during which they were created.
- **5.21**  
Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
  - **5.21B**  
Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- **5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.23E**  
Identify the historical context of an event.
- **5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- **5.24**  
Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
  - **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

# Update to Content Not Reviewed by SRP

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Unit 3  
American Revolution

Standards

- **5.14(A)**  
explain the purposes, key elements, and the importance of the Declaration of Independence
- **5.20(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"
- **5.20(B)**  
explain how examples of art, music, and literature reflect the times during which they were created
- **5.21(B)**  
summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
identify different points of view about an issue, topic, historical event, or current event
- **5.23(F)**  
identify the historical context of an event
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(A)**  
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.2(A)**  
analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party
- **5.2(B)**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- **5.2(C)**  
summarize the results of the American Revolution, including the establishment of the United States

Need more resources?

### (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

### Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 9. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

### Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 9. Standards are listed at the top of the page.

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# Update to Content Not Reviewed by SRP

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 9

**Road to Revolution** PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

**Vocabulary**

**monopoly** exclusive control over one or more resources that others need

**Standards**

- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- 5.24A**  
Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
- 5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- 5.2A**  
Analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party.
- 5.2B**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 9

**Road to Revolution** PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

**Standards**

- 5.23(c)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- 5.23(d)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 5.23(e)**  
identify different points of view about an issue, topic, historical event, or current event
- 5.24(A)**  
apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- 5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- 5.2(A)**  
analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party
- 5.2(B)**  
identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

## Update to Content Not Reviewed by SRP

**(SE)(Breakout(s)) and (Citation Type(s))**

Same as above.

**Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Week 10. Standards are listed at the top of the web page.

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**Description of the specific location and hyperlink to the exact location of the proposed new content**

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**Screenshot of Currently Adopted Content**

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 10

American Revolution, Part I

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.14A**  
Explain the purposes, key elements, and the importance of the Declaration of Independence.
- **5.21B**  
Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- **5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.23E**  
Identify the historical context of an event.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.2A**  
Analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party.
- **5.2B**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 10

American Revolution, Part I

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.14(A)**  
explain the purposes, key elements, and the importance of the Declaration of Independence
- **5.21(B)**  
summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(E)**  
identify different points of view about an issue, topic, historical event, or current event
- **5.23(F)**  
identify the historical context of an event
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.2(A)**  
analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party
- **5.2(B)**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 11. Standards are listed at the top of the web page.

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## Description of the specific location and hyperlink to the exact location of the proposed new content

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



# Update to Content Not Reviewed by SRP

Week 11

## The American Revolution, Part II

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

People and events are interconnected over time and space.

The purpose of the United States government is to protect the rights of the people.

When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Standards

- **5.20A**  
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."
- **5.20B**  
Explain how examples of art, music, and literature reflect the times during which they were created.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.2B**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
- **5.2C**  
Summarize the results of the American Revolution, including the establishment of the United States.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 11

## The American Revolution, Part II

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

People and events are interconnected over time and space.

The purpose of the United States government is to protect the rights of the people.

When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Standards

- **5.20(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"
- **5.20(B)**  
explain how examples of art, music, and literature reflect the times during which they were created
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.2(B)**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- **5.2(C)**  
summarize the results of the American Revolution, including the establishment of the United States

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 4. Standards are listed at the top of the web page.

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## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 4. Standards are listed at the top of the page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 4

Constitution and Government



## Standards

- **5.14B**  
Explain the purposes of the U.S. Constitution as identified in the Preamble.
- **5.14C**  
Explain the reasons for the creation of the Bill of Rights and its importance.
- **5.15A**  
Identify and explain the basic functions of the three branches of government.
- **5.15**  
Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- **5.15B**  
Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
- **5.15C**  
Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- **5.18**  
Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.19A**  
Describe the fundamental rights guaranteed 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.
- **5.19**  
Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to:
- **5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.2**  
History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 4

Constitution and Government

PRINT

## Standards

- **5.14(B)**  
explain the purposes of the U.S. Constitution as identified in the Preamble
- **5.14(C)**  
explain the reasons for the creation of the Bill of Rights and its importance
- **5.15(A)**  
identify and explain the basic functions of the three branches of government
- **5.15(B)**  
identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- **5.15(C)**  
distinguish between national and state governments and compare their responsibilities in the U.S. federal system
- **5.18(B)**  
identify leadership qualities of national leaders, past and present
- **5.19(A)**  
describe the fundamental rights guaranteed 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
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
identify different points of view about an issue, topic, historical event, or current event
- **5.23(G)**  
Identify the central claim in a primary or secondary sources
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.2(B)**  
identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- **5.2(C)**  
summarize the results of the American Revolution, including the establishment of the United States
- **5.3(A)**  
identify the contributions of Founding Fathers James Madison, George Mason who helped create the U.S. Constitution

Need more resources?

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 12. Standards are listed at the top of the web page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 12

A New Nation

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Vocabulary

**amity** friendship  
**formidable** mighty

## Standards

- **5.15B**  
Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
- **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.2B**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
- **5.2C**  
Summarize the results of the American Revolution, including the establishment of the United States.
- **5.3A**  
Identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 12

A New Nation

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.15(b)**  
Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- **5.18(b)**  
Identify leadership qualities of national leaders, past and present
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(c)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(d)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(e)**  
Identify different points of view about an issue, topic, historical event, or current event
- **5.23(e)**  
Identify the central claim in a primary or secondary sources
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(b)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(b)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(e)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.2(b)**  
Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- **5.2(c)**  
Summarize the results of the American Revolution, including the establishment of the United States
- **5.3(A)**  
Identify the contributions of Founding Fathers James Madison, George Mason who helped create the U.S. Constitution

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 13

## Constitution

PRINT

- [Enduring Understandings](#)
- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

The purpose of the United States government is to protect the rights of the people.

### Vocabulary

**civil discourse** when each side tries to persuade people to their views and beliefs in a respectful and open manner  
**executive branch** branch of government that enforces our country's laws  
**federal government** the government that leads our country  
**judicial branch** branch of government that interprets the laws, or decides what they mean  
**legislative branch** branch of government that makes the laws and sets taxes  
**local governments** governments that lead our towns, cities, and counties  
**treason** giving aid and comfort to enemies or waging war against the United States

### Standards

- 5.14B**  
Explain the purposes of the U.S. Constitution as identified in the Preamble.
- 5.15A**  
Identify and explain the basic functions of the three branches of government.
- 5.15B**  
Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.
- 5.15C**  
Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- 5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 13

Constitution

PRINT

- [Enduring Understanding](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Enduring Understandings

The purpose of the United States government is to protect the rights of the people.

## Standards

- **5.14(b)**  
explain the purposes of the U.S. Constitution as identified in the Preamble
- **5.15(A)**  
identify and explain the basic functions of the three branches of government
- **5.15(b)**  
identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- **5.15(c)**  
distinguish between national and state governments and compare their responsibilities in the U.S. federal system
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(b)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(c)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(e)**  
Identify the central claim in a primary or secondary sources
- **5.25(A)**  
use social studies terminology correctly
- **5.25(b)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(d)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(e)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 14. Standards are listed at the top of the web page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



# Update to Content Not Reviewed by SRP

Week 14

## The Bill of Rights

PRINT

- [Enduring Understandings](#)
- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

The purpose of the United States government is to protect the rights of the people.

### Vocabulary

**constitutionality** how aligned a law is to the Constitution  
**counsel** a lawyer  
**felony** major crime  
**firearms** guns, pistols, rifles  
**search** to look through  
**search warrant** a written permit from a judge giving permission to search  
**seize** to take by force  
**sentenced** punished  
**subpoena** a written order

### Standards

- 5.14C**  
Explain the reasons for the creation of the Bill of Rights and its importance.
- 5.19A**  
Describe the fundamental rights guaranteed 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.
- 5.23A**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 14

## The Bill of Rights

PRINT

- [Enduring Understanding](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

The purpose of the United States government is to protect the rights of the people.

### Standards

- **5.14(C)**  
explain the reasons for the creation of the Bill of Rights and its importance
- **5.19(A)**  
describe the fundamental rights guaranteed 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
- **5.23(A)**  
Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Identify the central claim in a primary or secondary sources
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 5. Standards are listed at the top of the web page.

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## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 5. Standards are listed at the top of the page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 5

Westward Expansion - Reconstruction

PRINT

## Standards

- **5.10A**  
Identify the development of the free enterprise system in colonial America and the United States.
- **5.10**  
Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
  - **5.10B**  
Describe how the free enterprise system works in the United States.
  - **5.10C**  
Give examples of the benefits of the free enterprise system in the United States.
- **5.11A**  
Explain how supply and demand affects consumers in the United States.
- **5.11**  
Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
  - **5.11B**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- **5.12A**  
Compare how people in different regions of the United States earn a living, past and present.
- **5.12**  
Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
  - **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
  - **5.12C**  
Analyze the effects of immigration and migration on the economic development and growth of the United States.
  - **5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- **5.15**  
Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
  - **5.15C**  
Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- **5.16**  
Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:
  - **5.16B**  
Sing or recite "The Star-Spangled Banner" and explain its history.
- **5.20A**  
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."

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 5

Westward Expansion - Reconstruction

PRINT

## Standards

- **5.10(A)**  
Identify the development of the free enterprise system in colonial America and the United States
- **5.10(B)**  
Describe how the free enterprise system works in the United States
- **5.10(C)**  
Give examples of the benefits of the free enterprise system in the United States
- **5.11(A)**  
Explain how supply and demand affects consumers in the United States
- **5.11(B)**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States
- **5.12(A)**  
Compare how people in different regions of the United States earn a living, past and present
- **5.12(B)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(C)**  
Analyze the effects of immigration and migration on the economic development and growth of the United States
- **5.12(D)**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.15(C)**  
Distinguish between national and state governments and compare their responsibilities in the U.S. federal system
- **5.16(B)**  
Sing or recite "The Star-Spangled Banner" and explain its history
- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.20(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"
- **5.20(B)**  
Explain how examples of art, music, and literature reflect the times during which they were created
- **5.21(B)**  
Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.22(A)**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- **5.22(B)**  
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
- **5.22(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
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify different points of view about an issue, topic, historical event, or current event
- **5.23(F)**  
Identify the historical context of an event
- **5.23(G)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic

## **(SE)(Breakout(s)) and (Citation Type(s))**

Same as above.

## **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Week 15. Standards are listed at the top of the web page.

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## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 15

### The War of 1812

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

#### Vocabulary

**embargo** an order to stop ships from delivering goods

**impressment** the process in which the British Navy captured U.S. ships and forced U.S. sailors to serve in the British Navy

#### Standards

- **5.16B**  
Sing or recite "The Star-Spangled Banner" and explain its history.
- **5.20A**  
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."
- **5.20B**  
Explain how examples of art, music, and literature reflect the times during which they were created.
- **5.23E**  
Identify the historical context of an event.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.4A**  
Describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 15

The War of 1812

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.16(B)**  
sing or recite "The Star-Spangled Banner" and explain its history
- **5.20(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"
- **5.20(B)**  
explain how examples of art, music, and literature reflect the times during which they were created
- **5.23(F)**  
identify the historical context of an event
- **5.23(G)**  
identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(B)**  
interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(A)**  
describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 16. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 16. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 15

## Westward Expansion

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**annexation** including or adding  
**pioneers** people who are among the first to do something  
**standing army** an army that is ready at all times

### Standards

- **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- **5.12C**  
Analyze the effects of immigration and migration on the economic development and growth of the United States.
- **5.20A**  
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."
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.23E**  
Identify the historical context of an event.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.4A**  
Describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing.
- **5.4C**  
Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.
- **5.4F**  
Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.
- **5.7B**  
Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 16

## Westward Expansion

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.12(b)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(c)**  
Analyze the effects of immigration and migration on the economic development and growth of the United States
- **5.20(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"
- **5.23(c)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(d)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(e)**  
Identify different points of view about an issue, topic, historical event, or current event
- **5.23(f)**  
Identify the historical context of an event
- **5.23(g)**  
Identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(b)**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(b)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(c)**  
Express ideas orally based on research and experiences
- **5.25(d)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(e)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(A)**  
Describe the causes and effects of the War of 1812 such as Impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing
- **5.4(c)**  
Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- **5.7(b)**  
Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 17. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 17. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



# Update to Content Not Reviewed by SRP

Week 17

## The Industrial Revolution

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**canal** a large channel dug in the earth that is filled with water for boats to use  
**currency** system of money  
**division of labor** when labor is divided amongst a large group of people or community members  
**mass production** the efficient production of a large number of similar products  
**morse code** an alphabet with letters that are represented by long and short signals of sound or light  
**plow** a tool with a blade that turns the soil over and creates rows for planting  
**specialization** when a person or group becomes an expert in a certain subject or skill  
**tariff** extra taxes  
**textiles** fabrics made by spinning threads and weaving them together

### Standards

- 5.10A**  
Identify the development of the free enterprise system in colonial America and the United States.
- 5.10B**  
Describe how the free enterprise system works in the United States.
- 5.10C**  
Give examples of the benefits of the free enterprise system in the United States.
- 5.11A**  
Explain how supply and demand affects consumers in the United States.
- 5.11B**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- 5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- 5.22A**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- 5.22B**  
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.
- 5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.4A**  
Describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.10(A)**  
Identify the development of the free enterprise system in colonial America and the United States
- **5.10(B)**  
Describe how the free enterprise system works in the United States
- **5.10(C)**  
Give examples of the benefits of the free enterprise system in the United States
- **5.11(A)**  
Explain how supply and demand affects consumers in the United States
- **5.11(B)**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States
- **5.12(B)**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(D)**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.22(A)**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- **5.22(B)**  
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
- **5.22(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
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(A)**  
Describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing
- **5.4(B)**  
Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
- **5.7(A)**  
Identify and describe the patterns of settlement such as rural, urban, and suburban
- **5.8(A)**  
Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs
- **5.8(B)**  
Analyze the positive and negative consequences of human modification of the environment in the United States

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 18. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 18. Standards are listed at the top of the page.

# Update to Content Not Reviewed by SRP

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a digital resource page for 'The Causes of the Civil War'. At the top left, it says 'Week 18' and 'The Causes of the Civil War'. On the right, there is a 'PRINT' button. Below the title, there is a list of links: 'Enduring Understandings', 'Vocabulary', 'Standards', 'Week Storyline', 'Teacher Background Knowledge', and 'Weekly Assessment PDF'. To the right of these links are two buttons: 'TEACHER EDITION' and 'STUDENT EDITION'. The page is divided into three main sections: 'Enduring Understandings', 'Vocabulary', and 'Standards'. The 'Enduring Understandings' section contains four bullet points: 'Geography and economics drive the actions of governments and people.', 'The purpose of the United States government is to protect the rights of the people.', 'People and events are interconnected over time and space.', and 'When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.' The 'Vocabulary' section contains three terms: 'free state' (a state where the practice of slavery was illegal), 'gag rule' (a mandate that prohibited any discussion in Congress on ending slavery), and 'popular sovereignty' (voting by the people). The 'Standards' section contains a list of standards: 5.20B (Explain how examples of art, music, and literature reflect the times during which they were created.), 5.23B (Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.), 5.23C (Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.), 5.23D (Identify different points of view about an issue, topic, historical event, or current event.), 5.25A (Use social studies terminology correctly.), 5.25B (Incorporate main and supporting ideas in verbal and written communication.), 5.25C (Express ideas orally based on research and experiences.), 5.25D (Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.), 5.4D (Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.), and 5.18A (Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.).

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 19

## The Causes of the Civil War

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.  
The purpose of the United States government is to protect the rights of the people.  
People and events are interconnected over time and space.  
When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Standards

- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.20(B)**  
Explain how examples of art, music, and literature reflect the times during which they were created
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify different points of view about an issue, topic, historical event, or current event
- **5.23(G)**  
Identify the central claim in a primary or secondary source
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(D)**  
Explain the central role of the expansion of slavery in causing sectionalism over states' rights and the Civil War

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 19. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 19. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 19

## The American Civil War

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.  
Movement and settlement are a result of geographic, government, religious, cultural, and economic factors.  
The purpose of the United States government is to protect the rights of the people.  
People and events are interconnected over time and space.  
When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Standards

- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.4D**  
Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.
- **5.4F**  
Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 19

The American Civil War

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Enduring Understandings

Geography and economics drive the actions of governments and people.  
Movement and settlement are a result of geographic, government, religious, cultural, and economic factors.  
The purpose of the United States government is to protect the rights of the people.  
People and events are interconnected over time and space.  
When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

## Standards

- **5.23(c)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(d)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(e)**  
identify different points of view about an issue, topic, historical event, or current event
- **5.23(o)**  
identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(c)**  
express ideas orally based on research and experiences
- **5.25(d)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(e)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(b)**  
explain the central role of the expansion of slavery in causing sectionalism over states' rights and the Civil War

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 20. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 20. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 20

## Building the Peace, 1865-1877

PRINT

- [Enduring Understandings](#)
- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

Geography and economics drive the actions of governments and people.  
The purpose of the United States government is to protect the rights of the people.  
People and events are interconnected over time and space.

### Vocabulary

**colleagues** members that are equal in their work  
**convict** to say someone is guilty  
**impeach** to charge, or accuse, a person in a high political office with a crime and investigate the truth  
**preside** conduct the process

### Standards

- 5.12A**  
Compare how people in different regions of the United States earn a living, past and present.
- 5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- 5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- 5.15C**  
Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- 5.21B**  
Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.4E**  
Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 20

Building the Peace, 1865–1877

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Enduring Understandings

Geography and economics drive the actions of governments and people.  
The purpose of the United States government is to protect the rights of the people.  
People and events are interconnected over time and space.

## Standards

- **5.12(A)**  
compare how people in different regions of the United States earn a living, past and present
- **5.12(B)**  
identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(D)**  
describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.15(C)**  
distinguish between national and state governments and compare their responsibilities in the U.S. federal system
- **5.21(B)**  
summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(G)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(E)**  
explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 21. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 21. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



# Update to Content Not Reviewed by SRP

Week 21

## Building a Union

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**ballast** foundation of sand and stone  
**captains of industry** business leaders who created a bustling, growing, advancing economic system  
**entrepreneur** an individual who funds, creates, and manages a business  
**free enterprise system** a type of economic system where individuals and businesses have the right to produce and consume products with little regulation from the government  
**interdependence** the state of being dependent on one another  
**labor force** The people available to work to create goods and services  
**monopolist** an individual who dominates a business sector and controls prices and wages  
**monopoly** exclusive control over one or more resources that others need  
**nativist** a person who tries to control, limit, and manage changes from immigration  
**pasteurization** the process in which food or drink is heated to kill any germs and bacteria  
**picket line** protest line during a strike  
**profit** the money made after production costs are covered  
**proprietor(s)** the person, or people, who purchases resources, builds facilities to create products, and pays the labor force  
**pull factors** the positive factors that encourage people to migrate or immigrate  
**push factors** the negative factors that encourage people to migrate or immigrate  
**robber barons** business leaders who exploited workers and were ruthless in business.  
**union** a group of workers who unite to obtain better working conditions and wages

### Standards

- **5.10A**  
Identify the development of the free enterprise system in colonial America and the United States.
- **5.10B**  
Describe how the free enterprise system works in the United States.
- **5.11A**  
Explain how supply and demand affects consumers in the United States.
- **5.12C**  
Analyze the effects of immigration and migration on the economic development and growth of the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.24B**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.4E**  
Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
- **5.4F**  
Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 21

## Building a Union

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.10(A)**  
Identify the development of the free enterprise system in colonial America and the United States
- **5.10(B)**  
Describe how the free enterprise system works in the United States
- **5.11(A)**  
Explain how supply and demand affects consumers in the United States
- **5.12(C)**  
Analyze the effects of immigration and migration on the economic development and growth of the United States
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.24(B)**  
Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.4(E)**  
Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution

## **(SE)(Breakout(s)) and (Citation Type(s))**

Same as above.

## **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Unit 6. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## **Description of the specific location and hyperlink to the exact location of the proposed new content**

In the left navigation panel of the Teacher Edition, click Unit 6. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 6

The United States in the 20th Century

PRINT

## Standards

- **5.10**  
Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
- **5.10B**  
Describe how the free enterprise system works in the United States.
- **5.10C**  
Give examples of the benefits of the free enterprise system in the United States.
- **5.11A**  
Explain how supply and demand affects consumers in the United States.
- **5.11**  
Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- **5.11B**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- **5.12**  
Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- **5.12C**  
Analyze the effects of immigration and migration on the economic development and growth of the United States.
- **5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.18**  
Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.22A**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- **5.22**  
Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
- **5.22B**  
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.
- **5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 6

The United States in the 20th Century

PRINT

## Standards

- **5.10(B)**  
describe how the free enterprise system works in the United States
- **5.10(C)**  
give examples of the benefits of the free enterprise system in the United States
- **5.11(A)**  
explain how supply and demand affects consumers in the United States
- **5.11(B)**  
evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States
- **5.12(A)**  
compare how people in different regions of the United States earn a living, past and present
- **5.12(B)**  
identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(C)**  
analyze the effects of immigration and migration on the economic development and growth of the United States
- **5.12(D)**  
describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.18(A)**  
identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.18(B)**  
identify leadership qualities of national leaders, past and present
- **5.22(A)**  
identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- **5.22(B)**  
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
- **5.22(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
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(F)**  
identify the historical context of an event
- **5.23(G)**  
identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(C)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Alirmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 22. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 22. Standards are listed at the top of the page.

## Update to Content Not Reviewed by SRP

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a digital resource page for 'Progressive Reforms and War'. At the top left, it says 'Week 22' and 'Progressive Reforms and War'. On the right, there is a 'PRINT' button. Below the title, there are four links: 'Standards', 'Week Storyline', 'Teacher Background Knowledge', and 'Weekly Assessment PDF'. To the right of these links are two buttons: 'TEACHER EDITION' and 'STUDENT EDITION'. The main content area is titled 'Standards' and contains a list of standards with their descriptions:

- 5.10B**  
Describe how the free enterprise system works in the United States.
- 5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- 5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- 5.22A**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- 5.22B**  
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.
- 5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.23E**  
Identify the historical context of an event.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- 5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

### Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 22

Progressive Reforms and War

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.10(b)**  
describe how the free enterprise system works in the United States
- **5.12(D)**  
describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.22(A)**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- **5.22(b)**  
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
- **5.22(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
- **5.23(c)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(f)**  
Identify the historical context of an event
- **5.23(g)**  
Identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(b)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(c)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(c)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 23. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 23. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

# Update to Content Not Reviewed by SRP

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a digital learning platform interface. At the top left, it says 'Week 23' and 'The Roaring 20s and the Great Depression'. On the right, there is a 'PRINT' button. Below the title, there are four links: 'Standards', 'Week Storyline', 'Teacher Background Knowledge', and 'Weekly Assessment PDF'. To the right of these links are two buttons: 'TEACHER EDITION' and 'STUDENT EDITION'. The main content area is titled 'Standards' and contains a list of standards with their descriptions:

- **5.10C**  
Give examples of the benefits of the free enterprise system in the United States.
- **5.11A**  
Explain how supply and demand affects consumers in the United States.
- **5.12A**  
Compare how people in different regions of the United States earn a living, past and present.
- **5.12B**  
Identify and explain how geographic factors have influenced the location of economic activities in the United States.
- **5.12C**  
Analyze the effects of immigration and migration on the economic development and growth of the United States.
- **5.12D**  
Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- **5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23E**  
Identify the historical context of an event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- **5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 23

The Roaring 20s and the Great Depression

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.10(c)**  
give examples of the benefits of the free enterprise system in the United States
- **5.11(A)**  
explain how supply and demand affects consumers in the United States
- **5.12(A)**  
compare how people in different regions of the United States earn a living, past and present
- **5.12(B)**  
identify and explain how geographic factors have influenced the location of economic activities in the United States
- **5.12(c)**  
analyze the effects of immigration and migration on the economic development and growth of the United States
- **5.12(d)**  
describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- **5.22(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
- **5.23(c)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(d)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(f)**  
identify the historical context of an event
- **5.23(g)**  
identify the central claim in a primary or secondary sources
- **5.23(h)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(c)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(c)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airman, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>



# Update to Content Not Reviewed by SRP

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 24  
**A World at War** PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION  
STUDENT EDITION

### Standards

- 5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- 5.18B**  
Identify leadership qualities of national leaders, past and present.
- 5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.23E**  
Identify the historical context of an event.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- 5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 24

A World at War

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.18(B)**  
Identify leadership qualities of national leaders, past and present
- **5.22(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
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(F)**  
Identify the historical context of an event
- **5.23(G)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
Explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(C)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 25

## A New Age in America

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**polio** a disease that attacks the nervous system, often leaving its victims paralyzed

### Standards

- 5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- 5.18B**  
Identify leadership qualities of national leaders, past and present.
- 5.22A**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- 5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.23E**  
Identify the historical context of an event.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- 5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 25

A New Age in America

PRINT

- Standards
- Week Storyline
- Teacher Background Knowledge
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

## Standards

- 5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- 5.18(B)**  
Identify leadership qualities of national leaders, past and present
- 5.22(A)**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- 5.22(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
- 5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- 5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 5.23(F)**  
Identify the historical context of an event
- 5.23(G)**  
Identify the central claim in a primary or secondary source
- 5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- 5.25(A)**  
Use social studies terminology correctly
- 5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- 5.25(C)**  
Express ideas orally based on research and experiences
- 5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- 5.25(E)**  
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- 5.5(A)**  
Explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- 5.5(C)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 26

A Changing Nation

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23E**  
Identify the historical context of an event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- **5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 26

A Changing Nation

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.18(B)**  
Identify leadership qualities of national leaders, past and present
- **5.23(C)**  
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Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
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Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
Explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(C)**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

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<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 27

## A Changing World

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.1A**  
Explain how supply and demand affects consumers in the United States.
- **5.1B**  
Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.22A**  
Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.
- **5.22B**  
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.
- **5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23E**  
Identify the historical context of an event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.5A**  
Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.
- **5.5C**  
Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Army, and the 442nd Central Postal Directory in the areas of civil rights, women's rights, military actions, and politics.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 27

A Changing World

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.11(A)**  
explain how supply and demand affects consumers in the United States
- **5.11(B)**  
evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States
- **5.18(A)**  
identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.18(B)**  
identify leadership qualities of national leaders, past and present
- **5.22(A)**  
identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- **5.22(B)**  
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
- **5.22(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
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(F)**  
identify the historical context of an event
- **5.23(G)**  
identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(A)**  
explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- **5.5(C)**  
identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 7. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 7. Standards are listed at the top of the page.

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# Update to Content Not Reviewed by SRP

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 7

**The United States in the 21st Century** PRINT

---

**Standards**

- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.18**  
Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- **5.22**  
Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
- **5.22B**  
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.
- **5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23E**  
Identify the historical context of an event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.5**  
History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- **5.5B**  
Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.

[Need more resources?](#)

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 7

The United States in the 21st Century

PRINT

**Standards**

- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.22(B)**  
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
- **5.22(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
- **5.23(C)**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(F)**  
Identify the historical context of an event
- **5.23(G)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
Use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
Express ideas orally based on research and experiences
- **5.25(D)**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(B)**  
Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election

[Need more resources?](#)

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 28

## The 21st Century

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.22B**  
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.
- **5.22C**  
Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.23E**  
Identify the historical context of an event.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25C**  
Express ideas orally based on research and experiences.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- **5.5B**  
Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 28

The 21st Century

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.22(B)**  
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
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- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.5(B)**  
Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 8. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 8. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Unit 8

American Identity

PRINT

## Standards

- **5.14A**  
Explain the purposes, key elements, and the importance of the Declaration of Independence.
- **5.14B**  
Explain the purposes of the U.S. Constitution as identified in the Preamble.
- **5.14C**  
Explain the reasons for the creation of the Bill of Rights and its importance.
- **5.16A**  
Explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant.
- **5.16**  
Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:
  - **5.16B**  
Sing or recite "The Star-Spangled Banner" and explain its history.
  - **5.16C**  
Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.
  - **5.16D**  
Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
- **5.17A**  
Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.
- **5.17**  
Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
  - **5.17B**  
Explain how to contact elected and appointed leaders in local, state, and national governments.
- **5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- **5.18**  
Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
  - **5.18B**  
Identify leadership qualities of national leaders, past and present.
- **5.19A**  
Describe the fundamental rights guaranteed 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.
- **5.21A**  
Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
- **5.21**  
Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Unit 8

American Identity

PRINT

## Standards

- **5.14(A)**  
explain the purposes, key elements, and the importance of the Declaration of Independence
- **5.14(B)**  
explain the purposes of the U.S. Constitution as identified in the Preamble
- **5.14(C)**  
explain the reasons for the creation of the Bill of Rights and its importance
- **5.16(A)**  
explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant
- **5.16(B)**  
sing or recite "The Star-Spangled Banner" and explain its history
- **5.16(C)**  
recite and explain the meaning of the Pledge of Allegiance to the United States flag
- **5.16(D)**  
explain the significance of important landmarks, including the White House, the Statue of Liberty and Mount Rushmore
- **5.17(A)**  
explain why individuals have a duty to participate in civic affairs at the local, state, and national levels
- **5.17(B)**  
explain how to contact elected and appointed leaders in local, state, and national governments
- **5.17(C)**  
Use voting as a method for group decision making
- **5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- **5.18(B)**  
Identify leadership qualities of national leaders, past and present
- **5.19(A)**  
describe the fundamental rights guaranteed 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
- **5.21(A)**  
describe customs and traditions of various racial, ethnic, and religious groups in the United States
- **5.21(B)**  
summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify different points of view about an issue, topic, historical event, or current event
- **5.23(O)**  
Identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
Incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## **(SE)(Breakout(s)) and (Citation Type(s))**

Same as above.

## **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Week 29. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## **Description of the specific location and hyperlink to the exact location of the proposed new content**

In the left navigation panel of the Teacher Edition, click Week 29. Standards are listed at the top of the page.

## Update to Content Not Reviewed by SRP

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a webpage for 'Week 29 Culture of the United States'. It features a navigation menu with links for Standards, Week Storyline, Teacher Background Knowledge, Curriculum Notes, and Weekly Assessment PDF. There are buttons for 'PRINT', 'TEACHER EDITION', and 'STUDENT EDITION'. The main content area is titled 'Standards' and lists several standards (5.21A through 5.25D) with their descriptions.

Week 29  
**Culture of the United States** PRINT

- Standards
- Week Storyline
- Teacher Background Knowledge
- Curriculum Notes
- Weekly Assessment PDF

**Standards**

- 5.21A**  
Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
- 5.21B**  
Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- 5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- 5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- 5.23D**  
Identify different points of view about an issue, topic, historical event, or current event.
- 5.25A**  
Use social studies terminology correctly.
- 5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- 5.25C**  
Express ideas orally based on research and experiences.
- 5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

### Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 29

Culture of the United States

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.21(A)**  
describe customs and traditions of various racial, ethnic, and religious groups in the United States
- **5.21(B)**  
summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
identify different points of view about an issue, topic, historical event, or current event
- **5.23(O)**  
identify the central claim in a primary or secondary sources
- **5.23(H)**  
Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(C)**  
express ideas orally based on research and experiences
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

## **(SE)(Breakout(s)) and (Citation Type(s))**

Same as above.

## **Description of the specific location and hyperlink to the exact location of currently adopted content**

In the left navigation panel of the Teacher Edition, click Week 30. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## **Description of the specific location and hyperlink to the exact location of the proposed new content**

In the left navigation panel of the Teacher Edition, click Week 30. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



# Update to Content Not Reviewed by SRP

Week 30

## National Symbols, Landmarks, and Celebrations

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Vocabulary

**allegiance** loyalty  
**celebrations** when people mark or remember certain events, often with parties or special traditions  
**landmark** an object or feature that is easily recognized that identifies a place  
**patriotism** a feeling of love for your country  
**pledge** a promise  
**symbol** a visual representation of important ideas, beliefs, traditions, and events

### Standards

- **5.16A**  
Explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant.
- **5.16B**  
Sing or recite "The Star-Spangled Banner" and explain its history.
- **5.16C**  
Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.
- **5.16D**  
Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 30

## National Symbols, Landmarks, and Celebrations

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Standards

- **5.16(A)**  
explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant
- **5.16(B)**  
sing or recite "The Star-Spangled Banner" and explain its history
- **5.16(C)**  
recite and explain the meaning of the Pledge of Allegiance to the United States flag
- **5.16(D)**  
explain the significance of important landmarks, including the White House, the Statue of Liberty and Mount Rushmore

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 31. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 31. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

# Update to Content Not Reviewed by SRP

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 31  
Celebrate Freedom PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

**Vocabulary**

**common good** what is best for everyone  
**compromise** a situation in which both parties give something up to create a solution  
**conflict** a disagreement between individuals or groups  
**consensus** when most of a group has the same opinion or when they agree to the same solution  
**equality** all people are treated the same regardless of who they are  
**fairness** making sure that everyone has what they need to be successful

**Standards**

- **5.14A**  
Explain the purposes, key elements, and the importance of the Declaration of Independence.
- **5.14B**  
Explain the purposes of the U.S. Constitution as identified in the Preamble.
- **5.14C**  
Explain the reasons for the creation of the Bill of Rights and its importance.
- **5.19A**  
Describe the fundamental rights guaranteed 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.
- **5.23B**  
Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **5.23C**  
Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **5.25A**  
Use social studies terminology correctly.
- **5.25B**  
Incorporate main and supporting ideas in verbal and written communication.
- **5.25D**  
Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

## Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

# Update to Content Not Reviewed by SRP

Week 31

Celebrate Freedom

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

## Standards

- **5.14(A)**  
explain the purposes, key elements, and the importance of the Declaration of Independence
- **5.14(B)**  
explain the purposes of the U.S. Constitution as identified in the Preamble
- **5.14(C)**  
explain the reasons for the creation of the Bill of Rights and its importance
- **5.19(A)**  
describe the fundamental rights guaranteed 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
- **5.23(B)**  
Identify and ask questions about the credibility of different kinds of primary and secondary sources
- **5.23(C)**  
analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- **5.23(D)**  
organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- **5.23(E)**  
Identify the central claim in a primary or secondary sources
- **5.25(A)**  
use social studies terminology correctly
- **5.25(B)**  
incorporate main and supporting ideas in verbal and written communication
- **5.25(D)**  
create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- **5.25(E)**  
Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- **5.26(A)**  
Use democratic procedures to simulate making decisions on school, local, or state issues

## (SE)(Breakout(s)) and (Citation Type(s))

Same as above.

## Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 32. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/121/teacher-resources>

## Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 32. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources>

## Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

# Update to Content Not Reviewed by SRP

Week 32

## Citizens

PRINT

- [Enduring Understandings](#)
- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

The purpose of the United States government is to protect the rights of the people.  
When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Vocabulary

**civil discourse** talking in an appropriate way with other people to build understanding  
**civil rights** the rights of citizens to political and social freedom and equality  
**inalienable rights (natural rights)** rights that you are born with  
**political rights** the rights of citizens to participate at the local, state, and national level without government interference, including the right to vote, petition, assemble, and run for public office

### Standards

- 5.17A**  
Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.
- 5.17B**  
Explain how to contact elected and appointed leaders in local, state, and national governments.
- 5.18A**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
- 5.18B**  
Identify leadership qualities of national leaders, past and present.
- 5.26A**  
Use problem-solving and decision-making processes 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.

Screenshot of Proposed New Content  
Insert a screenshot of your proposed new content.

Week 32

## Citizens

PRINT

- [Enduring Understandings](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

### Enduring Understandings

The purpose of the United States government is to protect the rights of the people.  
When authority becomes destructive to people's liberty and freedom, it is the right of the people to alter or abolish that authority.

### Standards

- 5.17(A)**  
explain why individuals have a duty to participate in civic affairs at the local, state, and national levels
- 5.17(B)**  
explain how to contact elected and appointed leaders in local, state, and national governments
- 5.17(C)**  
Use voting as a method for group decision making
- 5.18(A)**  
Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- 5.18(B)**  
Identify leadership qualities of national leaders, past and present
- 5.26(A)**  
Use democratic procedures to simulate making decisions on school, local, or state issues
- 5.26(B)**  
use problem-solving and decision making processes 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

## Update to Content Not Reviewed by SRP

### Assurances

These assurances apply to all material submitted to update content in state-adopted instructional materials.

Publisher acknowledges that:

- There will be no additional cost to the state;
- The new material meets the applicable Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (EIPS), or Texas Prekindergarten Guidelines (TPG) and is free from factual errors; and
- The updates in the new edition do not affect the product's coverage of Texas Education Code (TEC), §28.002(h), as it relates to that specific subject and grade level or course(s), understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

**Signature:** By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

X Noelle Carter

**Date Submitted:** 7/2/2024