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.

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.)

(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-c2beeba131ff/publications/121/teacher-resources

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Screenshot of Currently Adopted Content

Geography of the United States



Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

Identify and explain how geographic factors have influenced the location of economic activities in the United States.

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.

Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

Use social studies terminology correctly.

Incorporate main and supporting ideas in verbal and written communication.

Express ideas orally based on research and experiences.

Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Describe political and economic regions in the United States that result from patterns of human activity.

Describe regions in the United States based on physical characteristics such as landform, climate, and vegetation.

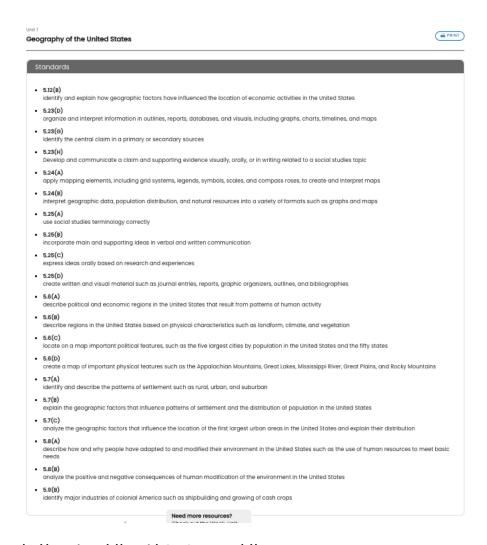
Locate on a map important political features such as the five largest cities by population in the United States and the 50 states.

Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

Identify and describe the patterns of settlement such as rural, urban, and suburban.

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



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

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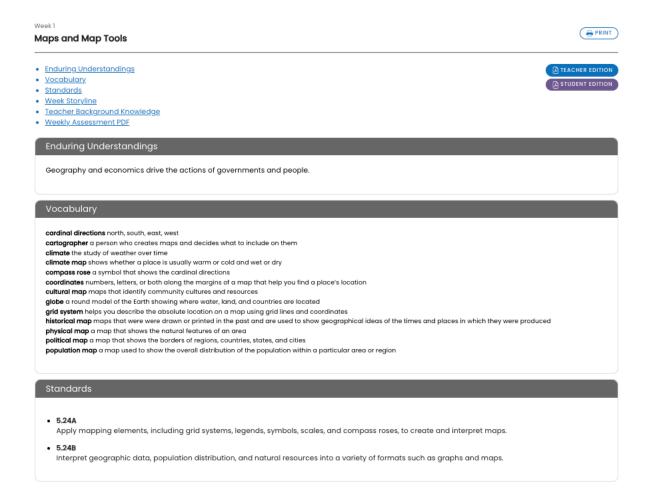
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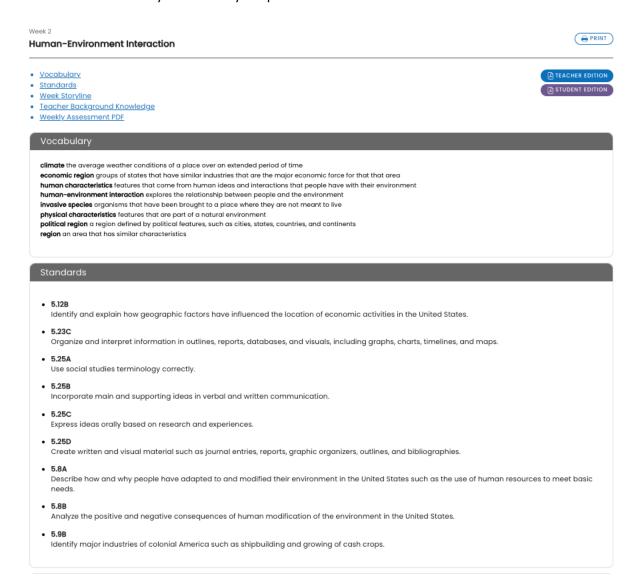
In the left navigation panel of the Teacher Edition, click Week 2. Standards are listed at the top of the web page.

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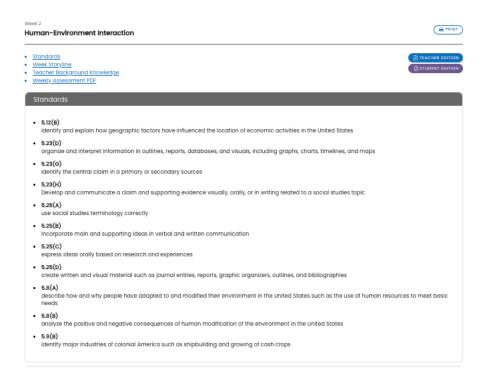
https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources

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Screenshot of Currently Adopted Content

Week 3

Movement and Settlement in the United States



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

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.

5.74

Identify and describe the patterns of settlement such as rural, urban, and suburban.

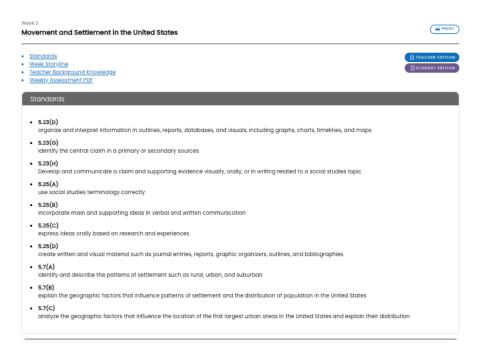
5.7B

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



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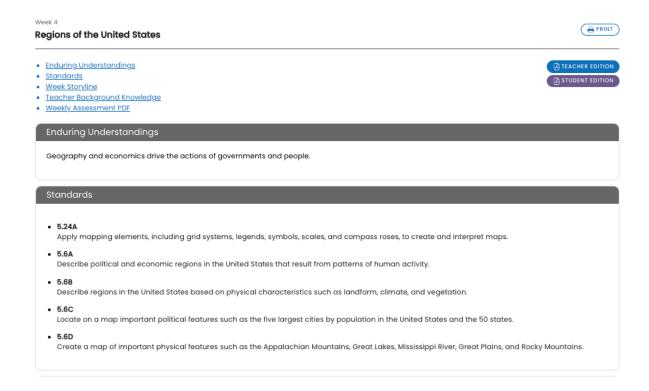
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the web page.

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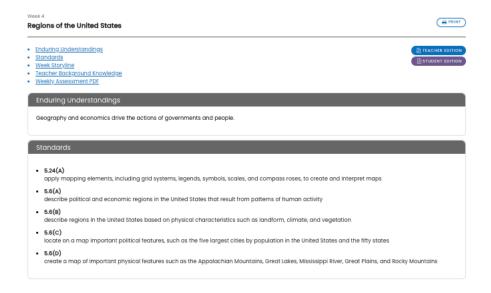
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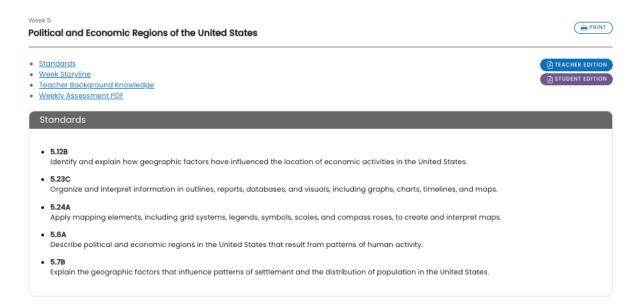
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Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the page.

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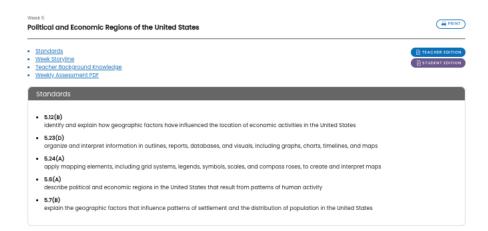
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Same as above.

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 2. Standards are listed at the top of the web page.

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Screenshot of Currently Adopted Content

Unit 2

Colonial America



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:

5.11B

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 12R

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.

- E1A

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.

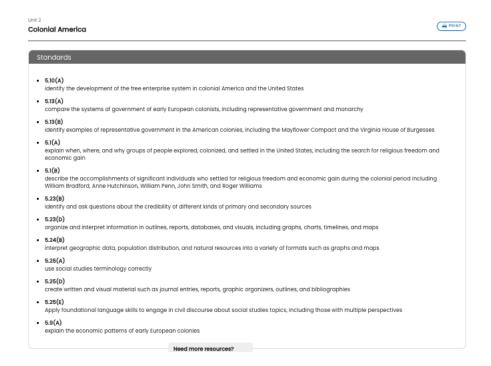
• 5.9

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



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

Same as above.

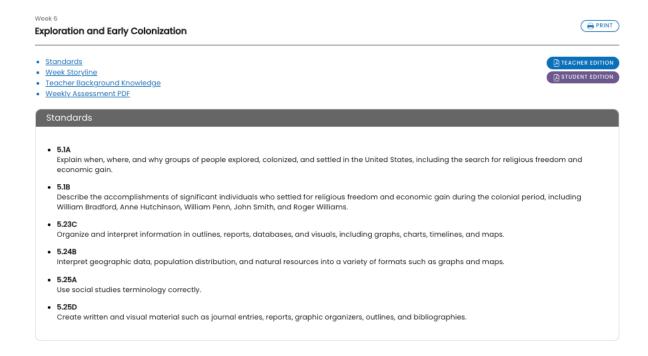
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the web page.

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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 6. Standards are listed at the top of the page.

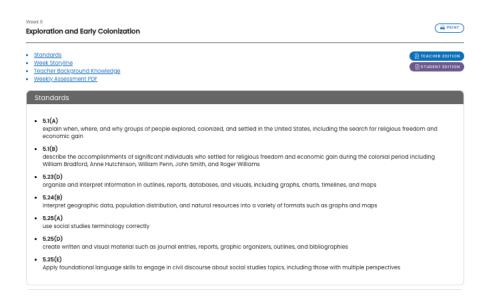
https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/573/teacher-resources

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Insert a screenshot of your proposed new content.



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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 Week 7. Standards are listed at the top of the web page.

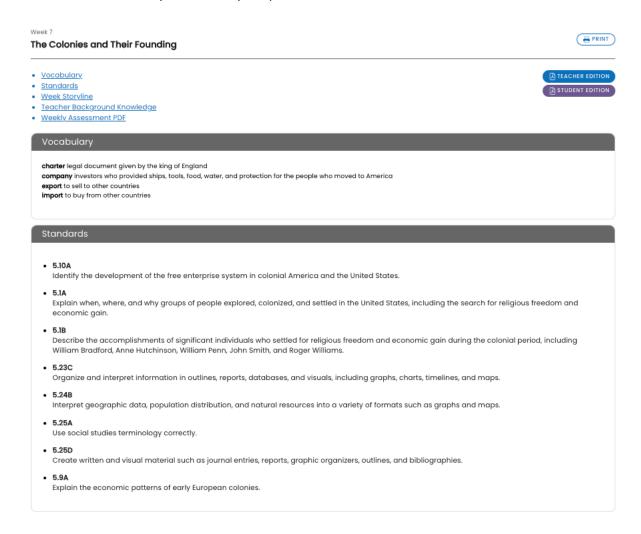
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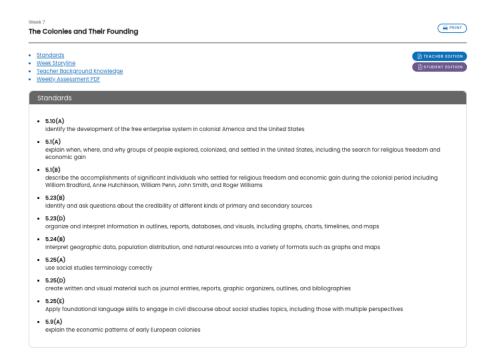
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Screenshot of Proposed New Content



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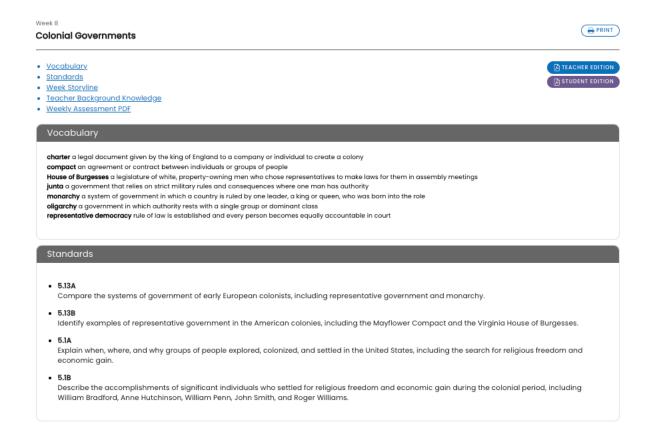
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 8. Standards are listed at the top of the web page.

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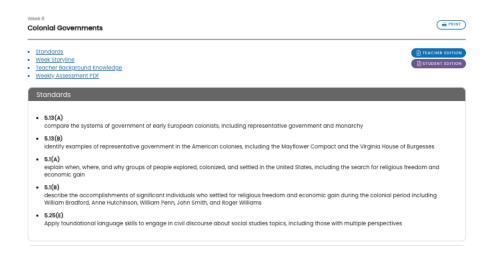
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Screenshot of Currently Adopted Content



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



(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.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

American Revolution



5.14A

Explain the purposes, key elements, and the importance of the Declaration of Independence.

Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle,"

Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

Explain how examples of art, music, and literature reflect the times during which they were created.

Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is

Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

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.

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

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

Identify different points of view about an issue, topic, historical event, or current event.

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:

Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

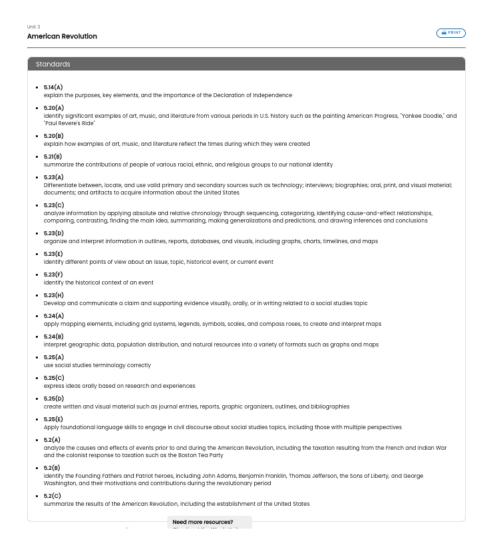
Use social studies terminology correctly

Express ideas orally based on research and experiences

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.



(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.

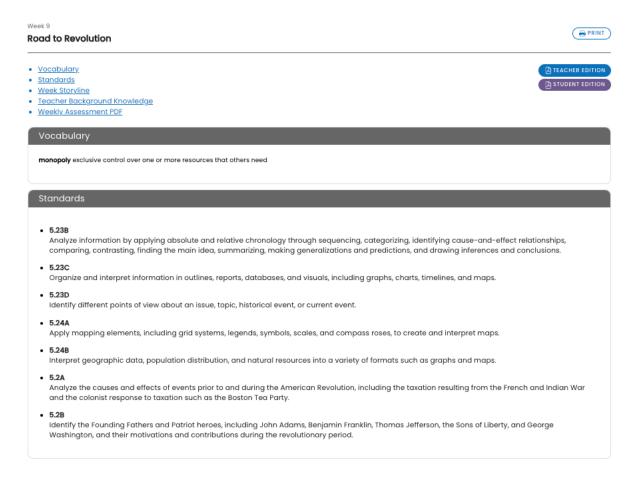
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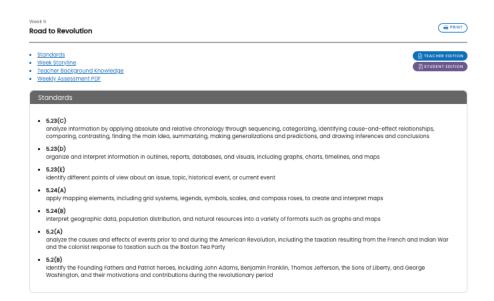
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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



Screenshot of Proposed New Content



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

Same as above.

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Screenshot of Currently Adopted Content

Week 10

American Revolution, Part I



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

A STUDENT EDITION

Standards

• 5.14A

Explain the purposes, key elements, and the importance of the Declaration of Independence.

• 5.21R

Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

E 024

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.

5.238

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.

E 22D

Identify different points of view about an issue, topic, historical event, or current event.

• E 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.

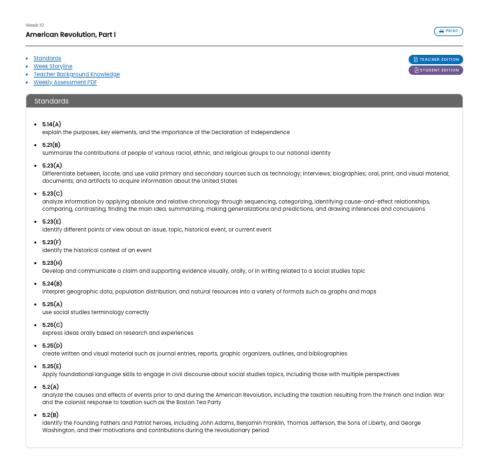
5.2A

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



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

Same as above.

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Screenshot of Currently Adopted Content

Week 11

The American Revolution, Part II



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

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.

5 230

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

5 24F

Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

- E 2EA

Use social studies terminology correctly.

• 5.25D

Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

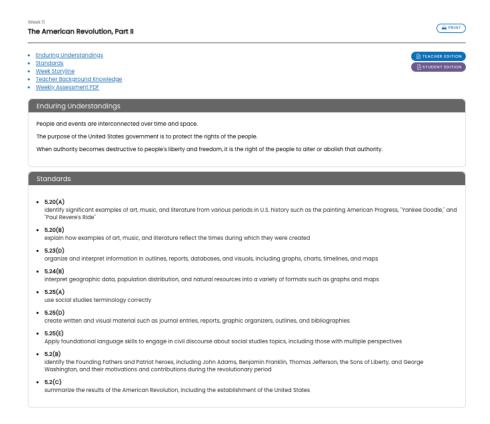
5.2B

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



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

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Unit 4

Constitution and Government



Explain the purposes of the U.S. Constitution as identified in the Preamble.

Explain the reasons for the creation of the Bill of Rights and its importance.

Identify and explain the basic functions of the three branches of government.

Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.

Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

Identify leadership qualities of national leaders, past and present.

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.

Citizenship. The student understands the fundamental rights of American citizens augranteed in the Bill of Rights. The student is expected to:

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.

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.

Identify different points of view about an issue, topic, historical event, or current event.

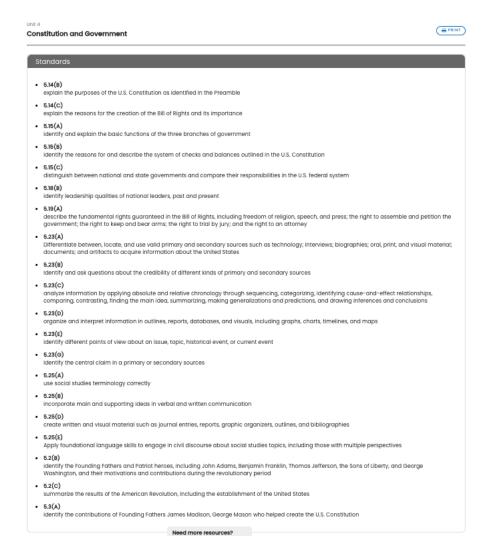
Use social studies terminology correctly.

Incorporate main and supporting ideas in verbal and written communication.

Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

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:

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Wook 1

A New Nation



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



Vocabulary

amity friendship formidable mighty

Standard

• 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.

5.234

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.

5.25E

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.

5.28

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.

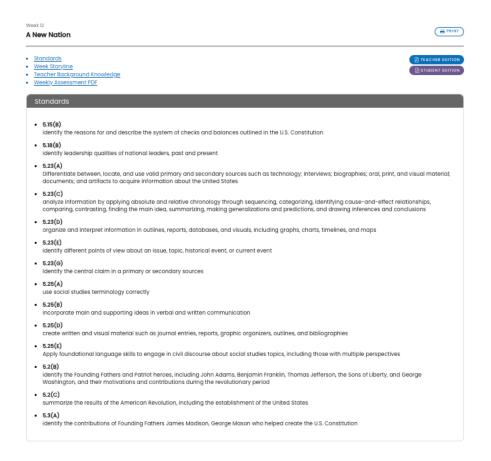
5.2C

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.

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Wook 13

Constitution

■ PRINT

- Enduring Understandings
- Vocabulary
- Standards
- Week Storyline
- · Teacher Background Knowledge
- Weekly Assessment PDF

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.

• 515A

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 15*C*

Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

• 5.234

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.

• 5.23E

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.

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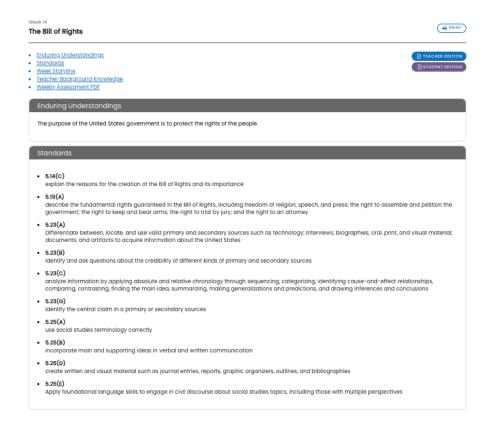
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 14. Standards are listed at the top of the page.

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Week 14 (➡ PRINT) The Bill of Rights • Enduring Understandings Vocabulary Week Storyline Teacher Background Knowledge Weekly Assessment PDF Enduring Understandings The purpose of the United States government is to protect the rights of the people. 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 Explain the reasons for the creation of the Bill of Rights and its importance. 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. 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. 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. Use social studies terminology correctly. Incorporate main and supporting ideas in verbal and written communication. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

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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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Unit 5

Westward Expansion - Reconstruction



Standards

• 5.10A

Identify the development of the free enterprise system in colonial America and the United States.

- E10

Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

• 510B

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.

- E 12

Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

5.12F

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:

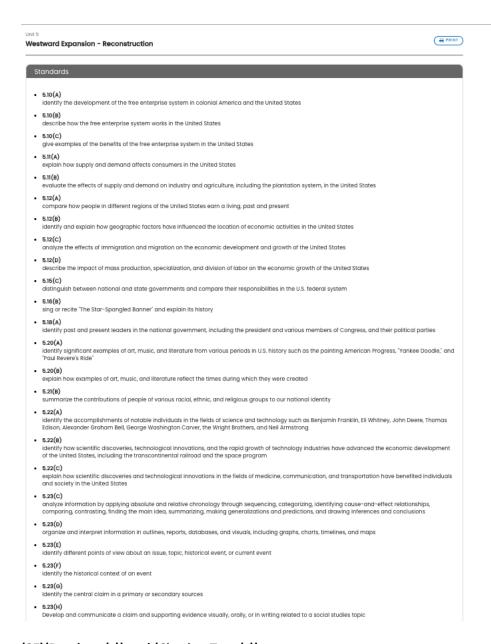
• 5.16B

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."

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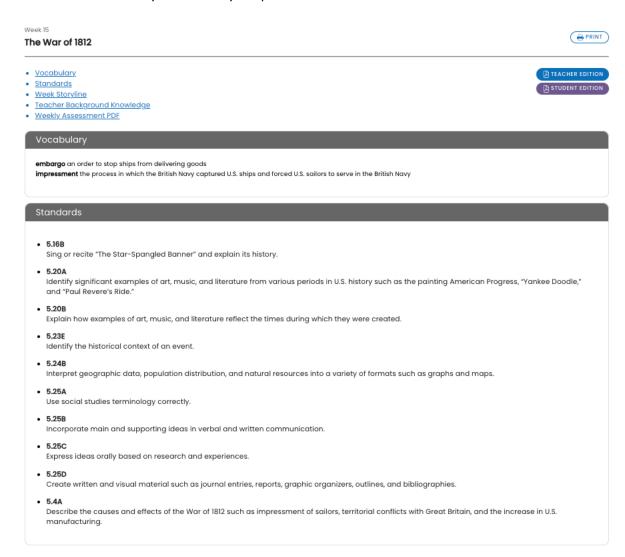
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 15. Standards are listed at the top of the page.

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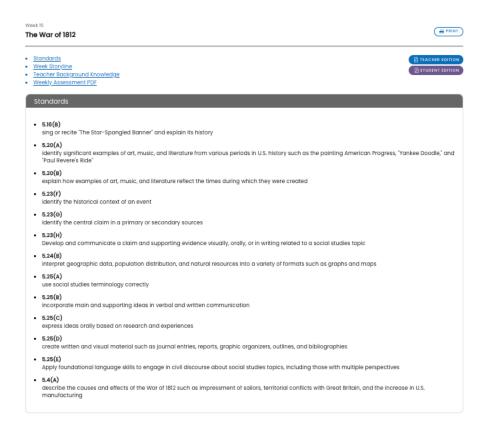
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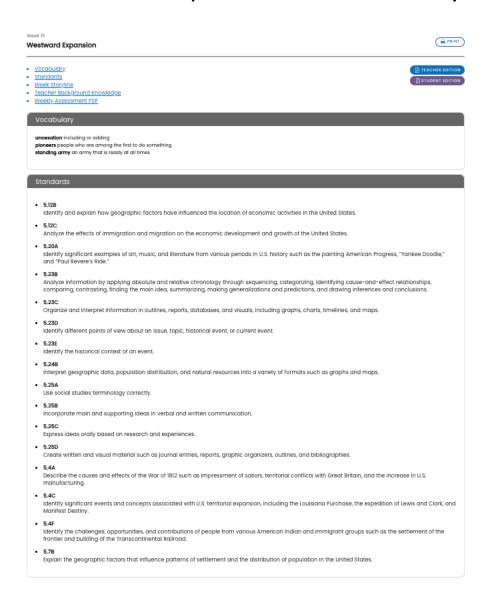
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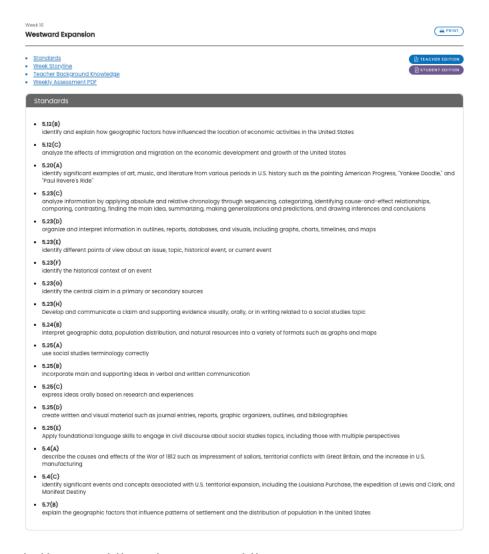
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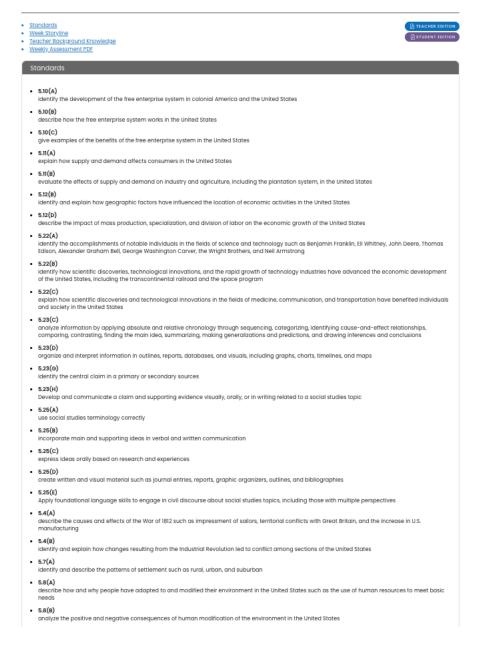
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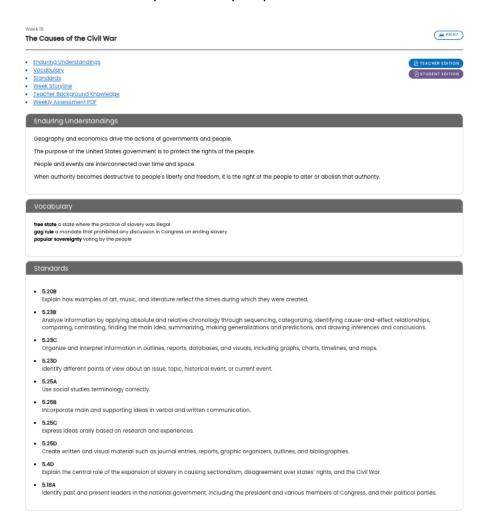
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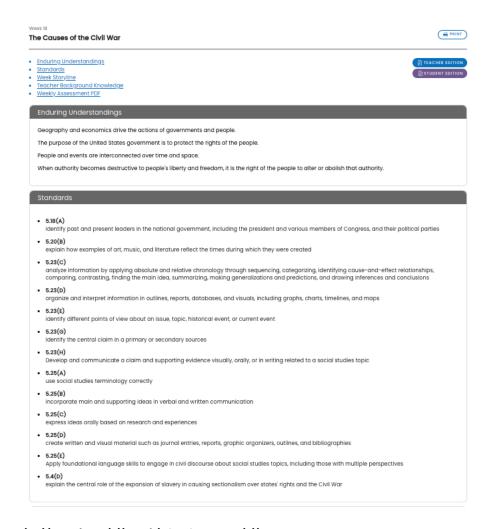
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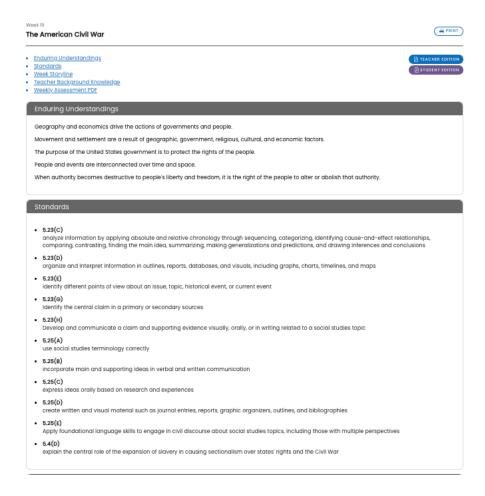
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 19. Standards are listed at the top of the page.

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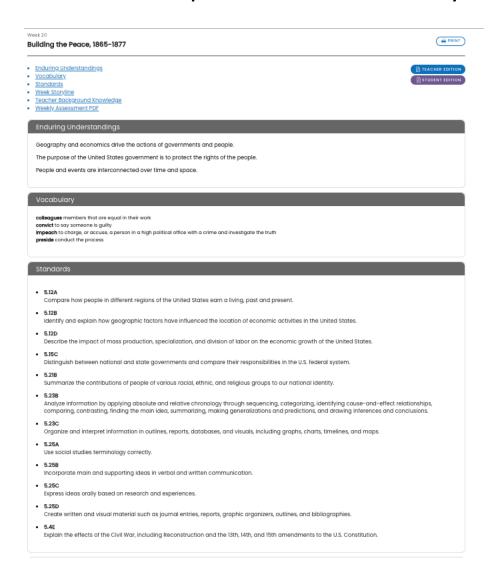
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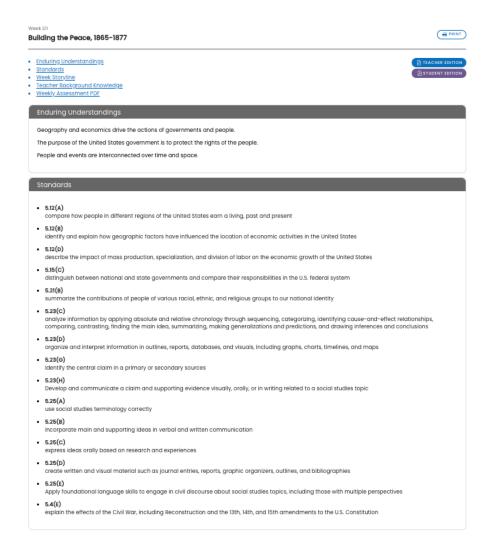
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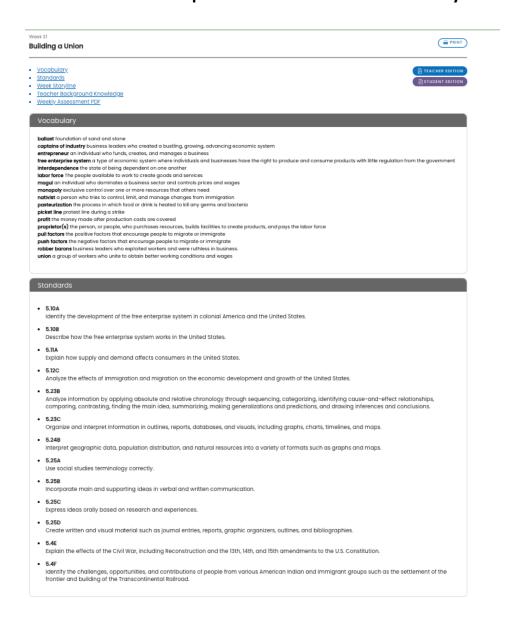
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Unit 6

The United States in the 20th Century



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

- ---

Explain how supply and demand affects consumers in the United States.

- 511

Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

• 5.11R

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:

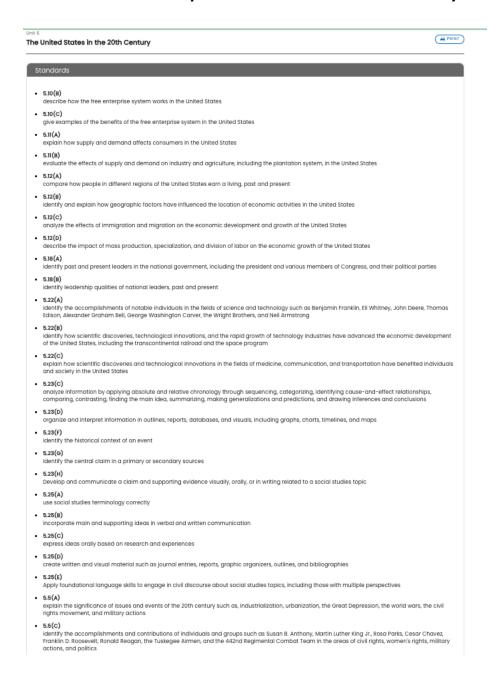
• 5.22B

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.

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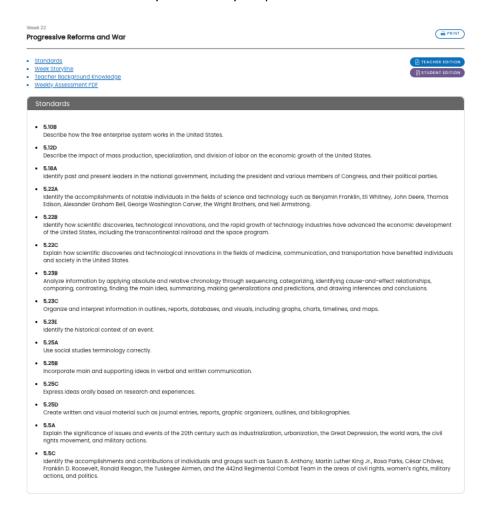
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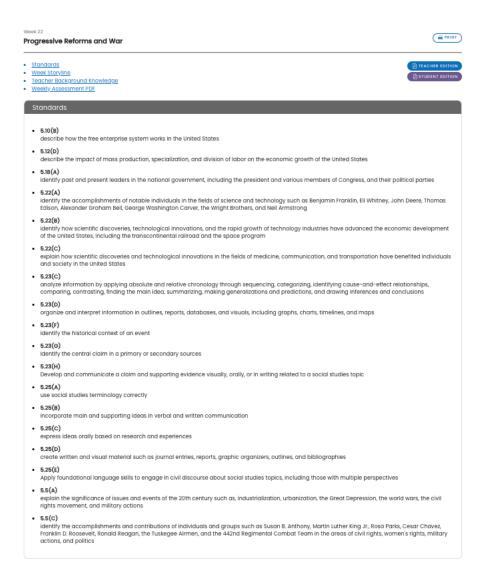
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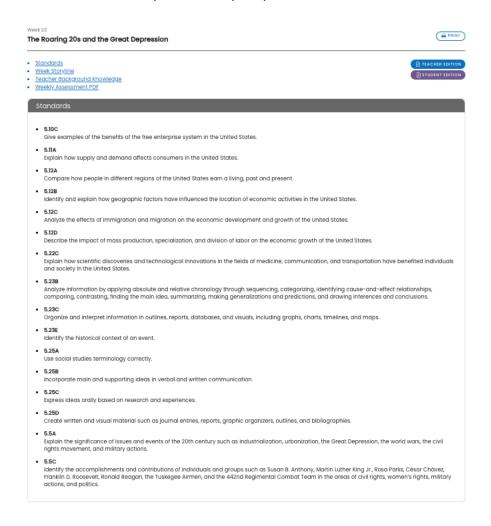
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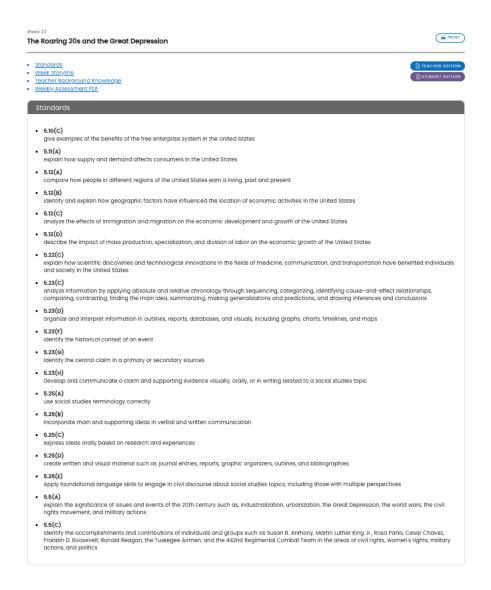
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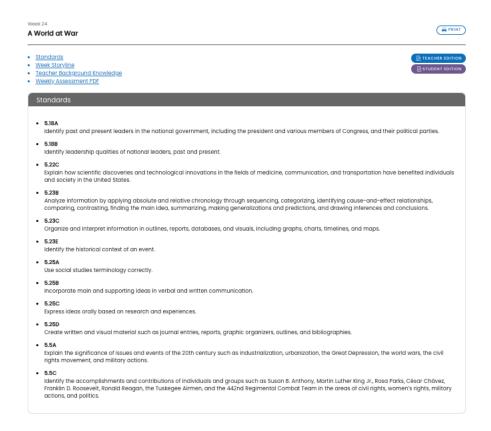
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Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the page.

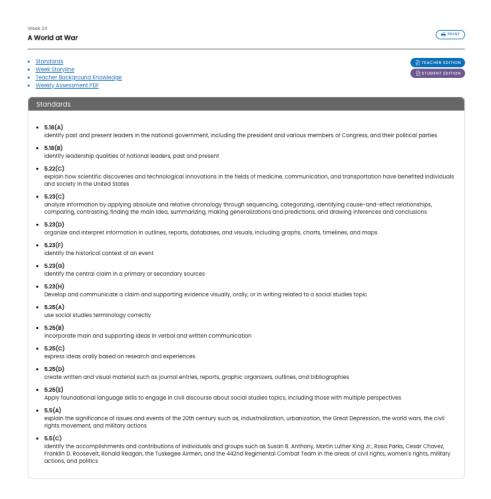
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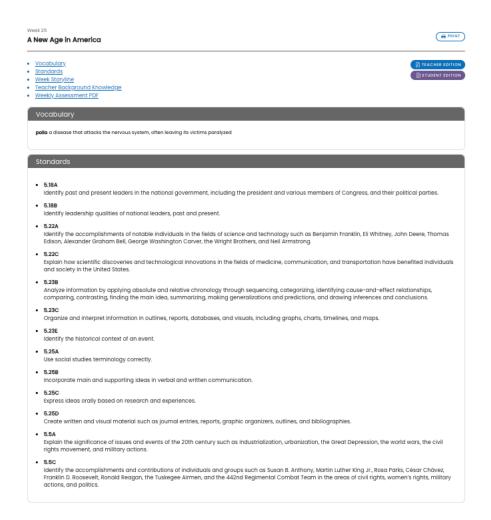
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the web page.

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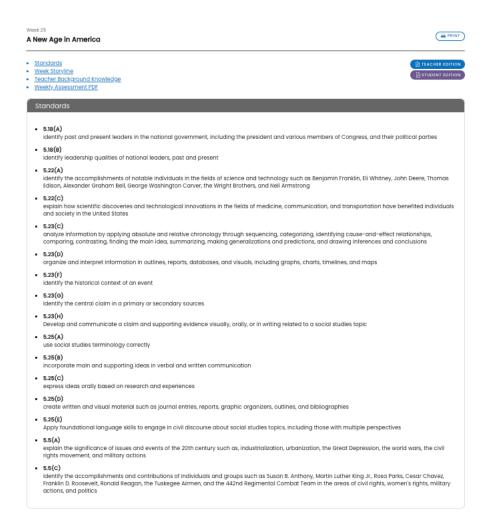
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the page.

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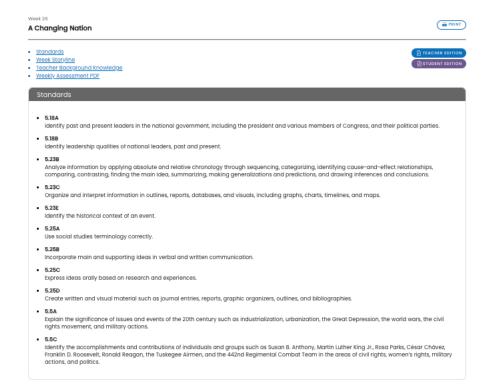
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the web page.

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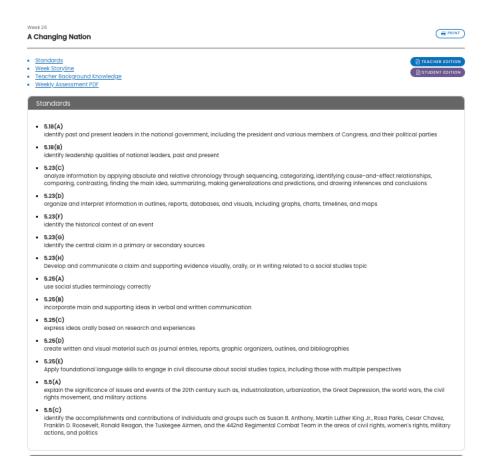
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the page.

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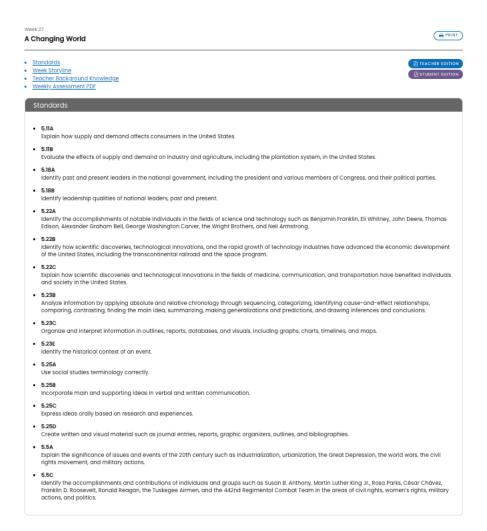
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the web page.

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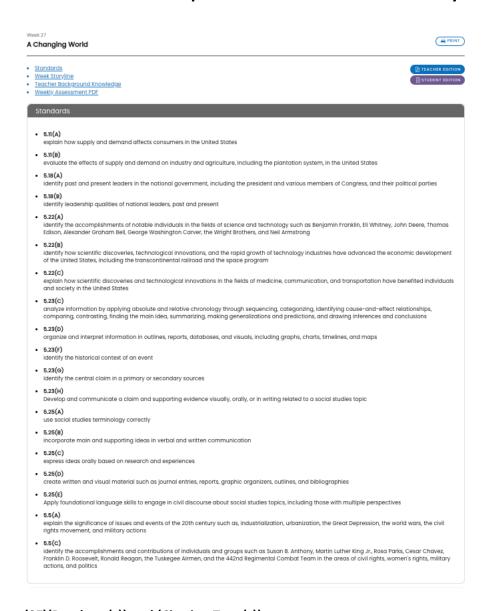
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the page.

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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 7. 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 7. Standards are listed at the top of the page.

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Unit 7

The United States in the 21st Century



Standards

5.18A

Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.

- E19

Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

E 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.

5.220

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.

E 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.

5.250

Express ideas orally based on research and experiences.

• 5.25D

 ${\tt Create\ written\ and\ visual\ material\ such\ as\ journal\ entries, reports, graphic\ organizers, outlines, and\ bibliographies.}$

• 5.5

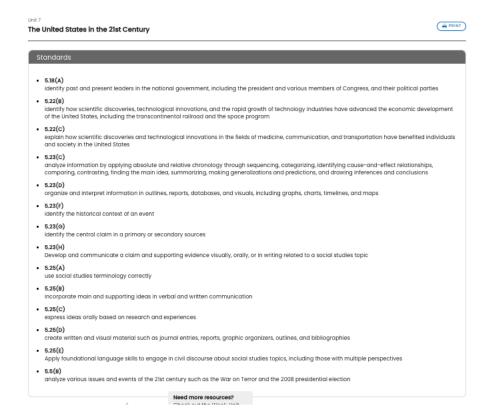
History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

5.5B

o.ob 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



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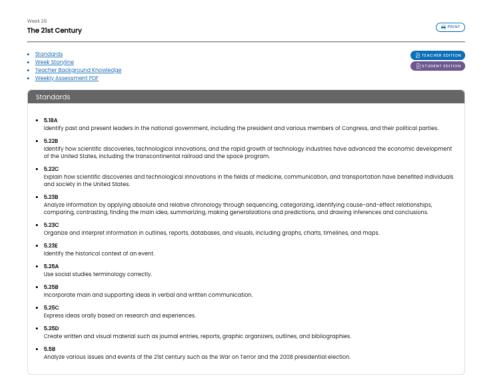
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the web page.

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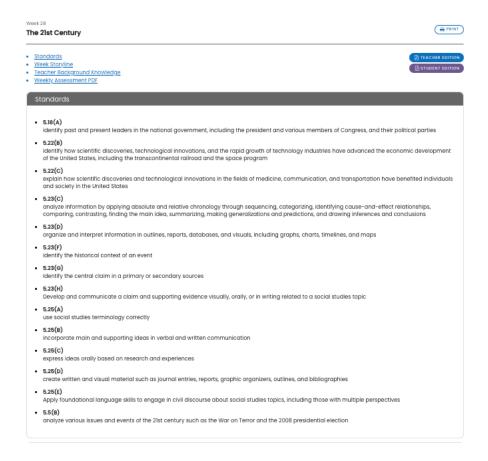
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the page.

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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 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 Unit 8. Standards are listed at the top of the page.

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Unit 8

American Identity



Standards

5.14A

Explain the purposes, key elements, and the importance of the Declaration of Independence.

E 140

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.

E 10 4

Explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant.

- E16

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:

- 516R

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

- ---

Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.

- E 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:

E 170

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:

• 5.18E

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.

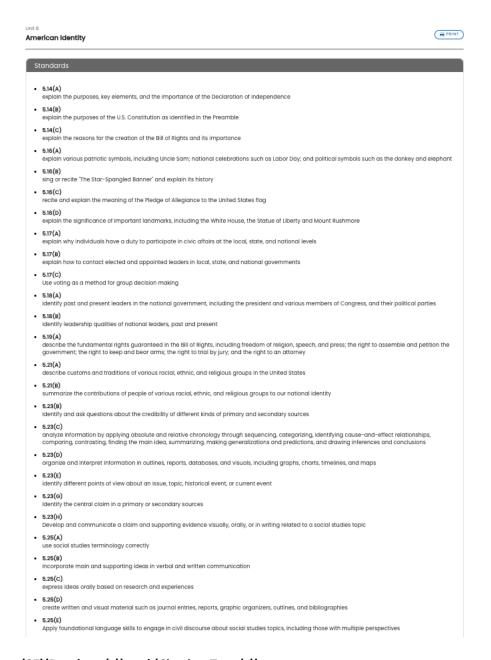
5.21A

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:

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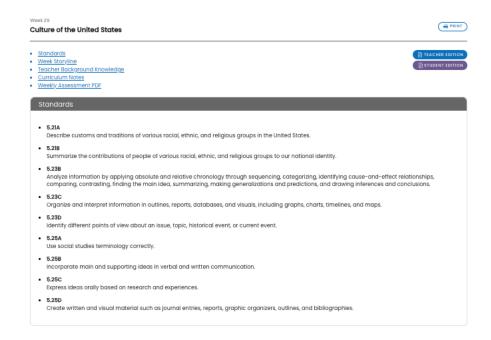
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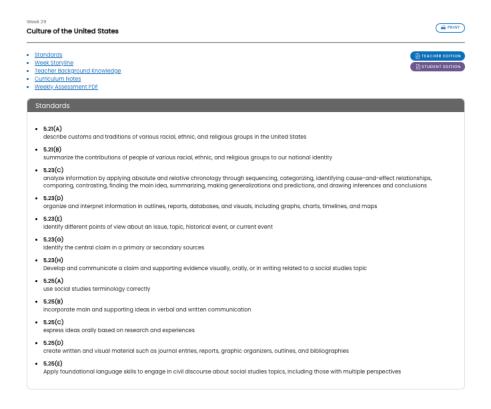
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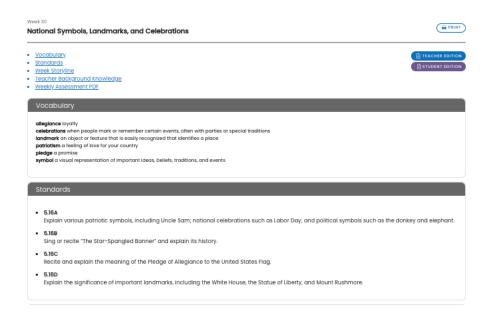
Description of the specific location and hyperlink to the exact location of currently adopted content In the left navigation panel of the Teacher Edition, click Week 30. Standards are listed at the top of the web page.

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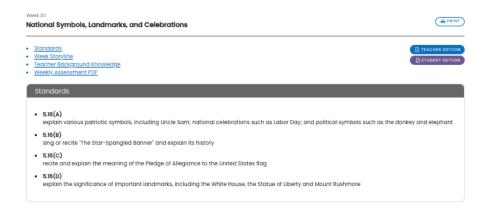
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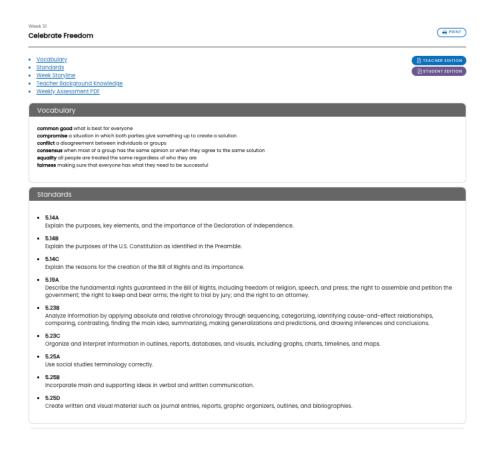
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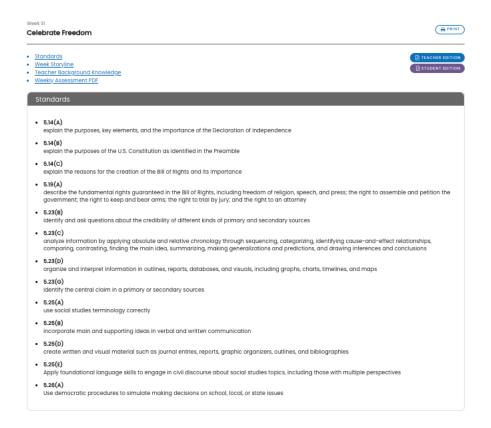
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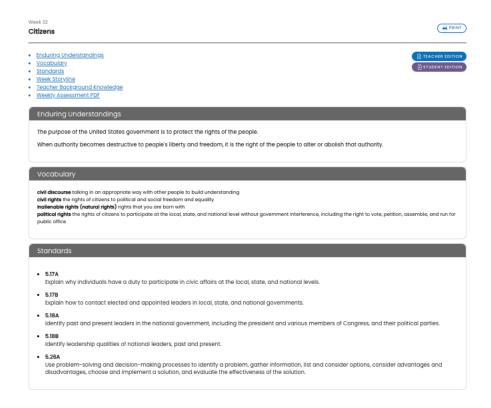
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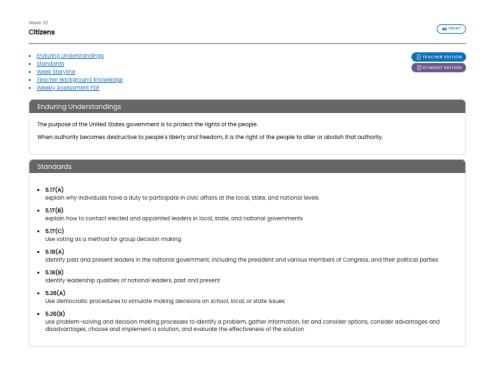
Description of the specific location and hyperlink to the exact location of the proposed new content In the left navigation panel of the Teacher Edition, click Week 32. Standards are listed at the top of the page.

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

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- 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.

	Noelle Carter
X	

Date Submitted: 7/2/2024