

A Correlation of



©2019

To the

Texas Essential Knowledge and Skills for Social Studies Grade 5

A Correlation of Texas myView Literacy, Grade 5, ©2019 to the Texas Essential Knowledge and Skills for Social Studies

Introduction

This document demonstrates how *Texas myView Literacy* content for Grade 5 meets the Texas Essential Knowledge and Skills for Social Studies, Grade 5. References are to the Teacher Edition.

Texas myView, ©2019 is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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Grade 5 – Knowledge and Skills	
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	
(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; and	<p>Unit 1: Matching Texts to Learning, <i>Journey to the New World</i>, T27; <i>Legendary European Explorers</i>, T90 Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 <i>Pedro’s Journal</i>, T164-T183 Book Club: Week 2, “Voyage of the Mayflower,” T378</p> <p>Unit 4: Listening Comprehension: Historical Fiction, Voyage, T296-T297 Cross-Curricular Perspectives: Social Studies, Separatists (Pilgrims), T174</p>
(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.	<p>Unit 4: William Penn (Quakers), Freedom of Religion, T174-T175 Cross-Curricular Perspectives: Social Studies, Separatists (Pilgrims), T174</p>
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	
(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;	<p>Unit 1: Book Club: Week 3, “Bringing the Big Guns to Boston,” T380-T381</p> <p>Unit 4: Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 <i>The Scarlet Stockings Spy</i>, T96-T113 Cross-Curricular Perspectives: Social Studies, George Washington, T99; Spy Signals/Revolutionary War, T102; Battle of Brandywine, T107; Battle of Monmouth, T112; Betsey Ross/U.S. Flag, T113, Declaration of Independence, T168 Matching Texts to Learning, <i>Road to Freedom</i>, T162</p>

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<p>(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and</p>	<p>Unit 1: Book Club: Week 2, “Ben Franklin Goes to Philadelphia,” T378-T379 Unit 4: Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 Listening Comprehension: Historical Fiction, Jefferson’s Desk, T88-T89 Cross-Curricular Perspectives: Social Studies, George Washington, T99; Declaration of Independence, T168; James Madison, T171 <i>The Bill of Rights</i>, T167-T181</p>
<p>(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.</p>	<p>Unit 4: Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 <i>The Bill of Rights</i>, T166-T181</p>
<p>(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p>	
<p>(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and</p>	<p>Unit 4: Interact with Sources: Our Constitution, T156-T157 <i>The Bill of Rights</i>, T166-T181 “A New Government,” T168</p>
<p>(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution</p>	<p>Unit 4: <i>The Bill of Rights</i>, T166-T181 Cross-Curricular Perspectives: Social Studies, James Madison, T171 “A New Government,” T168</p>
<p>(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p>	
<p>(A) describe the causes and effects of the War of 1812;</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 <i>The Bill of Rights</i>, T166-T181</p>

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<p>(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(C) identify reasons people moved west;</p>	<p>Unit 1: Matching Texts to Learning, <i>Westward Exploration</i>, T91 Book Club: Week 2, "Daniel Boone Builds the Wilderness Road," T378-T379; Week 3, "Dame Shirley Goes to the Gold Rush," T380-T381; Week 3, "West on the Santa Fe Trail," T380-T381; Week 4, "A Cowboy's Journey," T382-T383 Unit 4: Interact with Sources: Explore the Primary Source, from "I Will Go West!", T294-T295 <i>Ezekiel Johnson Goes West</i>, T304-T327 Cross-Curricular Perspectives: Social Studies, Ore City, T310; Lamar settlement, T318; Wagon Trains, T320; Lamar, Colorado, T327</p>
<p>(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;</p>	<p>Unit 1: Matching Texts to Learning, <i>Westward Exploration</i>, T91 Book Club: Week 3, "To the Pacific with Lewis and Clark," T380-T381</p>
<p>(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;</p>	<p>Unit 1: Did You Know?: 14th Amendment, T33 Book Club: Week 4, "Big Joe Bailey Takes the Underground Railroad," "A Civil War Journey," T382-T383 Unit 4: Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21 <i>Keeping Mr. John Holton Alive</i>, T30-T43 Cross-Curricular Perspectives: Social Studies, Buxton, T33; Slavery, T40; Liberty Bell in Buxton, T42; 13th Amendment, T237; Jim Crow Laws, T239</p>

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<p>(F) explain how industry and the mechanization of agriculture changed the American way of life; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303</p>
<p>(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21 Listening Comprehension: Informational Text; Call Me Joe, T22-T23 <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 Cross-Curricular Perspectives: Social Studies, Chinese Exclusion Act, T32; Angel Island/Ellis Island (challenges), T35 Book Club: Week 5, “Rosa Cristoforo Comes to America,” “The Journey to Work,” Leaving Vietnam, T384-T385</p>
<p>(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:</p>	
<p>(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;</p>	<p>Unit 1: Listening Comprehension: Informational Text, Life in Black and White (Dorothea Lange), T290-T291 Unit 3: Cross-Curricular Perspectives: Social Studies, Guggenheim Museum/Frank Lloyd Wright, T302, T305 Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 Cross-Curricular Perspectives: Social Studies, Segregation, T239; Savannah Protests, T246; President Kennedy/Civil Rights Act in 1963, T251</p>

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<p>(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, Guggenheim Museum/Frank Lloyd Wright, T302</p>
<p>(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.</p>	<p>Unit 3: Matching Texts to Learning, <i>Women's Rights</i>, T233 Unit 4: Watch the Unit Video: "Our Right to Freedom," T12 Listening Comprehension: Historical Fiction, The North Star (Underground Railroad), T22-T23 Matching Texts to Learning, <i>Pathways to Freedom</i>, T26; <i>Power of the People</i> (Martin Luther King, Jr.), T93 <i>Keeping Mr. John Holton Alive</i>, T30-T43 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181; NAACP, T241; President Kennedy, T251 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 <i>Delivering Justice</i>, T233-T251</p>
<p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to</p>	
<p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p>Unit 1: Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 Maps, T155, T97, T160 Cross-Curricular Perspectives: Social Studies, Location, T240 Student Interactive: Hit the Road! (includes map), T357 Unit 2: Interact with Sources: Explore the Map, Protecting Habitats, T90-T91</p>

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(Continued) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and	(Continued) Unit 3: Cross-Curricular Perspectives: Social Studies, California/Illinois, T32; Mexico/Chicago (scale), T36; Costa Rica/Chicago (scale), T40 Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99; Battle of Brandywine, T107; Battle of Monmouth, T112 Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i> , T101 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Map: Barrier Islands, T313
(B) translate geographic data into a variety of formats such as raw data to graphs and maps.	For supporting content please see: Unit 5: "Let's Talk Trash," T244-T245 Minilesson: Analyze Graphic Features, T270-T271; Develop Graphic Features, T272-T273
7) Geography. The student understands the concept of regions in the United States. The student is expected to:	
(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;	For supporting content please see: Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i> , T101
(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;	Unit 5: Matching Texts to Learning: <i>The Changing Earth</i> , T26; <i>Earth's Changing Landscape</i> , T27 <i>Rocks and Fossils</i> , T30-T51

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<p>(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, California/Illinois, T32</p>
<p>(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains</p>	<p>For supporting content please see: Unit 5: Matching Texts to Learning: <i>The Changing Earth</i>, T26; <i>Earth's Changing Landscape</i>, T27; <i>Saving the Great Lakes</i>, T101; <i>Rocks and Fossils</i>, T30-T51</p>
<p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p>	
<p>(A) identify and describe the types of settlement and patterns of land use in the United States;</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Primary Source, from "I Will Go West!", T294-T295 <i>Ezekiel Johnson Goes West</i>, T304-T327 Cross-Curricular Perspectives: Social Studies, Ore City, T310; Lamar settlement, T318; Wagon Trains, T320; Lamar, Colorado, T327</p>
<p>(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and</p>	<p>For supporting content please see: Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 "Barrier Islands: People and Nature," T313-T317</p>
<p>(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.</p>	<p>Unit 4: Cross-Curricular Perspectives: Social Studies, Pennsylvania/Philadelphia, T98</p>

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<p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p>	
<p>(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and</p>	<p>For supporting content please see: Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293</p>
<p>(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.</p>	<p>Unit 2: Listening Comprehension: Informational Text, The Manatees' Future Is Looking Brighter, T92-T93 Minilesson: Informational Text, T94-T95 Matching Texts to Learning, <i>An Eye on Ecosystems</i>, T96 Cross-Curricular Perspectives: Science, Fresh Water/Pollution, T102 Interact with Sources: Explore the Video, Saving Natural Habitats, T296-T297 Unit 4: Interact with Sources, Explore the Primary Sources, In the Words of Theodore Roosevelt, T230-T231 Unit 5: Watch the Unit Video, "The Changing Earth," T12 Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101; <i>Protecting Our Planet</i>, T239 Interact with Sources: Explore the Diagram, Waste Is a Problem, T232-T233; Explore the Map, How People Influence Natural Systems, T292-T293 "Let's Talk Trash" and It's Time to Get Serious About Reducing Food Waste, Feds Say," T242-T249 Listening Comprehension: Argumentative Text, Deforestation Must Be Controlled, T294-T295 <i>People Should Manage Nature</i>, T302-T317</p>

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(10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:	
(A) explain the economic patterns of early European colonists; and	For opportunities to address this standard please see: Unit 1: Matching Texts to Learning, <i>Journey to the New World</i> , T27; <i>Legendary European Explorers</i> , T90 Interact with Sources: Explore the Map, The Age of Exploration, T154-T155
(B) identify major industries of colonial America.	For opportunities to address this standard please see: Unit 1: Matching Texts to Learning, <i>Journey to the New World</i> , T27; <i>Legendary European Explorers</i> , T90 Interact with Sources: Explore the Map, The Age of Exploration, T154-T155
(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	
(A) describe the development of the free enterprise system in colonial America and the United States;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(B) describe how the free enterprise system works in the United States; and	For supporting content please see: Unit 4: <i>Ezekiel Johnson Goes West</i> , T304-T327 Unit 5: Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58
(C) give examples of the benefits of the free enterprise system in the United States.	For supporting content please see: Unit 4: <i>Ezekiel Johnson Goes West</i> , T304-T327 Unit 5: Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58

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<p>(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p>	
<p>(A) explain how supply and demand affects consumers in the United States; and</p>	<p>For opportunities to address this standard please see: Unit 4: <i>Ezekiel Johnson Goes West</i>, T304-T327 Unit 5: "Prized Minerals," T34-T35</p>
<p>(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p>	
<p>(A) compare how people in different parts of the United States earn a living, past and present;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32; Merchant Marines, T310 Unit 4: <i>Ezekiel Johnson Goes West</i>, T304-T327 Unit 5: Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58</p>
<p>(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Unit 4: <i>Ezekiel Johnson Goes West</i>, T304-T327</p>

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(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;	<p>Unit 1: Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21 <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Book Club: Week 5, “Louis Armstrong Heads North,” T384-T385; “The Journey to Work,” T384-T385</p>
(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303</p>
(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.	<p>Unit 4: <i>Ezekiel Johnson Goes West</i>, T304-T327 Unit 5: Intervention Activity: Identify Main Idea and Details, <i>The Life of Milton Hershey</i>, T58</p>
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	
(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	
(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;	For supporting content please see: Unit 4: Listening Comprehension: Historical Fiction, Jefferson's Desk, T88-T89
(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and	For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, T168
(C) explain the reasons for the creation of the Bill of Rights and its importance.	Unit 4: Interact with Sources: Our Constitution, T156-T157 <i>The Bill of Rights</i> , T166-T171 Cross-Curricular Perspectives: Social Studies, T168
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	
(A) identify and explain the basic functions of the three branches of government;	For opportunities to address the standard please see: Unit 1: Interact with Sources: Our Constitution, T157
(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	For opportunities to address the standard please see: Unit 1: Interact with Sources: Our Constitution, T157
(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	For opportunities to address the standard please see: Unit 1: Interact with Sources: Our Constitution, T157

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(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	
(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;	Unit 4: Cross-Curricular Perspectives: Social Studies, Liberty Bell, T42
(B) sing or recite "The Star-Spangled Banner" and explain its history;	For opportunities to address this standard please see: Unit 4: Inquire: What It Means to Be Free, T371
(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag;	For opportunities to address this standard please see: Unit 4: Inquire: What It Means to Be Free, T371
(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and	For opportunities to address this standard please see: Unit 4: Inquire: What It Means to Be Free, T371
(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	For opportunities to address this standard please see: Unit 4: Inquire: What It Means to Be Free, T371
(18) 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:	
(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and	Unit 4: Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181
(B) explain how to contact elected and appointed leaders in local, state, and national governments.	Unit 4: Cross-Curricular Perspectives: Social Studies, Mayor, T178

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(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	
(A) explain the contributions of the Founding Fathers to the development of the national government;	Unit 4: <i>The Bill of Rights</i> , T166-T171 Cross-Curricular Perspectives: Social Studies, James Madison, T171
(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and	Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99; James Madison, T171; President Kennedy, T251 Interact with Sources, Explore the Primary Sources, In the Words of Theodore Roosevelt, T230-T231
(C) identify and compare leadership qualities of national leaders, past and present.	Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99; James Madison, T171; Eleanor Roosevelt, T181; President Kennedy, T251
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	
(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and	Unit 4: Cross-Curricular Perspectives: Social Studies, Reporters Without Borders (freedom of speech), T177
(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.	Unit 4: Cross-Curricular Perspectives: Social Studies, 13 th Amendment, T237; Thirteenth, Fourteenth, Fifteenth Amendments, T241

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<p>(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	
<p>(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i>, "Yankee Doodle," and "Paul Revere's Ride"; and</p>	<p>Unit 1: Listening Comprehension: Informational Text, <i>Life in Black and White</i> (Dorothea Lange), T290-T291 <i>Picturesque Journeys</i>, T298-313</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, "Ode to a Nightingale", T182; Guggenheim Museum/Frank Lloyd Wright, T302</p> <p>Unit 4: Painting: <i>Spirit of '76</i> by Archibald M. Williard, T168</p>
<p>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p>	<p>Unit 1: Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289 Listening Comprehension: Informational Text, <i>Life in Black and White</i> (Dorothea Lange), T290-T291 <i>Picturesque Journeys</i>, T298-313 Cross-Curricular Perspectives: Social Studies, <i>Kahlo's Self-Portrait Along the Border Line Between Mexico and the United States</i>, T303 Book Club: Week 4, "John Muir Walks America," T382-T383</p> <p>Unit 3: Interact with Sources: Explore the Images, Art: Then and Now, T154-T155; Explore Media, Frank Lloyd Wright and the Robie House, T286-T287 Cross-Curricular Perspectives: Social Studies, Japanese Art, T168; Maruyama Okyo, T170; Sheet Music, T176; Hermit Thrush, T181; Ode, T182; Guggenheim Museum/Frank Lloyd Wright, T302; Read: "Life and Art," T296-T309</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Wood Carving, T37; Betsey Ross/U.S. Flag, T113 Painting: <i>Spirit of '76</i> by Archibald M. Williard, T168</p>

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(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	
(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;	Unit 3: Matching Texts to Learning, <i>Cross-Cultural Kids</i> , T161
(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	Unit 1: Cross-Curricular Perspectives: Social Studies, Mexican Flag, T304 Unit 3: Cross-Curricular Perspectives: Social Studies, Poinsettias, T44; <i>Sembei</i> , T172; Families as Culture, T240; Trios, T242 Unit 4: Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21 Matching Texts to Learning, <i>Pathways to Freedom</i> , T26 <i>Keeping Mr. John Holton Alive</i> , T30-T43
(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	Unit 1: Listening Comprehension: Informational Text, Life in Black and White (Dorothea Lange), T290-T291 <i>Picturesque Journeys</i> , T298-313 Cross-Curricular Perspectives: Social Studies, Alfred Stieglitz, T306 Book Club: Week 5, "Louis Armstrong Heads North," T384-T385 Unit 4: Matching Texts to Learning, <i>Power of the People</i> (Martin Luther King, Jr.), T93 Cross-Curricular Perspectives: Social Studies, Betsey Ross/U.S. Flag, T113; Eleanor Roosevelt, T181; NAACP, T241 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 <i>Delivering Justice</i> , T233-T251

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<p>(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p>	
<p>(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;</p>	<p>Unit 1: Matching Texts to Learning, <i>Interesting Lives: Interesting Journeys</i>, T26 Cross-Curricular Perspectives: Social Studies, George Eastman, T36; Chris McKay, T96; NASA Chris McKay, T100 from <i>Life on Earth-and Beyond</i>, T94-T111 Intervention Activity: Analyze Text Structure, Learning to Fly (the Wright Brothers), T320 Book Club: Week 5, "Coast to Coast in the Vin Fiz," T384-T385</p> <p>Unit 2: Matching Texts to Learning, <i>Surprise! Great Accidental Inventions</i>, T27 Cross-Curricular Perspectives: Science, William Pope McArthur, T34; Science, Sir Francis Beaufort, T40</p> <p>Unit 3: Extend Research: Add Photographs and Time Lines (Jamison), T362-T363</p>
<p>(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;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Interact with Sources, Explore the Infographic, The Places Scientists Will Go!, T84-T85 from <i>Life on Earth-and Beyond</i>, T94-T111</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Santa Fe Railroad, T327</p>

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<p>(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; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Cartography, T238; Polio, T300</p> <p>Unit 3: Matching Texts to Learning, <i>Social Media</i>, T27 Interact with Sources: Explore the Images, Art: Then and Now, T154-T155</p> <p>Unit 4: Matching Texts to Learning, <i>Freedom and Technology</i>, T163</p>
<p>(D) predict how future scientific discoveries and technological innovations could affect society in the United States.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, NASA, T104</p>

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<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;</p>	<p>Unit 1: Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289 Conduct Research: Web Sites, T360-T361</p> <p>Unit 2: Interact with Sources, Explore the Primary Sources, In the Words of Theodore Roosevelt, T230-T231 Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 3: Conduct Research: Databases, T356-T357</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, from "I Will Go West!", T294-T295 Critical Literacy: Build Background, "Experiencing Freedom," T370 Student Interactive: What It Means to Be Free, T371 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378-T379 Online Survey Tools, T380-T381</p> <p>Unit 5: Explore the Diagram, T232 Conduct Research: Graphics, T364-T365</p>

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<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p>Unit 1: Analyze Main Ideas and Details, T32 Minilesson: Analyze Main Ideas and Details, T46-T47; Make Inferences, T120-T121; Analyze Text Structure (cause and effect), T318-T319; Confirm or Correct Predictions, T322-T323</p> <p>Unit 2: Strategy Group: Compare and Contrast, T132 Minilesson: Confirm or Correct Predictions, T262-T263 Intervention Activity: Confirm or Correct Predictions, T264</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, History, T104 Minilesson: Confirm or Correct Predictions, T318-T319 Intervention Activity: Confirm or Correct Predictions, T320</p> <p>Unit 4: Minilesson: Summarize, T190-T191; Explain Relationships Between Ideas, T256-T257; Strategy Group: Summarize, T192-T193; Make Inferences, T336-T337 Compare Across Texts, T368-T369</p> <p>Unit 5: Minilesson: Identify Main Idea and Details, T56-T57; Make Inferences, T198-T199 Compare and Contract Accounts, T238; T246</p>

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<p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p>Unit 1: Watch the Unit Video: "Journeys," T12 Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21 Wrap-Up: T-Chart, T23 ELL Targeted Support: Use Graphic Organizers, T120 Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289</p> <p>Unit 2: Project-Based Inquiry: Integrate your Instruction, Quest Science, T361 Project-Based Inquiry: Integrate your Instruction, Science, T361</p> <p>Unit 3: Watch the Unit Video: "Reflecting on Our Lives," T12 Interact with Sources: Explore Media, Frank Lloyd Wright and the Robie House, T286-T287</p> <p>Unit 4: Watch the Unit Video: "Liberty," T12 Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225</p> <p>Unit 5: Possible Teaching Point: Read Like a Writer, Author's Craft, Graphic Organizers, T116 Refine Research: Bibliography, T368-T369</p>

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<p>(D) identify different points of view about an issue, topic, or current event; and</p>	<p>Unit 1: <i>Pedro's Journal</i>: T163-T184 Minilesson: Understand Point of View, T188-T189</p> <p>Unit 2: Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 4: Listening Comprehension: Informational Text, Freedom of Speech at School, T158-T159 Matching Texts to Learning, <i>Freedom and Technology</i>, T163 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Cross-Curricular Perspectives: Social Studies, Guggenheim Museum/Frank Lloyd Wright, T302 Critical Literacy: Build Background, "Experiencing Freedom," T370 Student Interactive: What It Means to Be Free, T371 Refine Research: Primary and Secondary Sources, T378-T379</p> <p>Unit 5: Compare and Contrast Accounts, T238; T246; T254-T255 Strategy Group: Compare Texts, T264-T265</p>

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<p>(E) identify the historical context of an event.</p>	<p>Unit 1: ELL Access, T157 Cross-Curricular Perspectives: Social Studies, Marco Polo, T167; Christopher Columbus, T169; Native Caribbean People, T175; Taino People, T179; Place Names, T180 Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289</p> <p>Unit 3: Interact with Sources: Explore the Images, Art: Then and Now, T154-T155 Painting: <i>Spirit of '76</i> by Archibald M. Williard, T168 Cross-Curricular Perspectives: Social Studies, Whitman/Lincoln, T181</p> <p>Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 ELL Access, T297</p>

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<p>(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	
<p>(A) use social studies terminology correctly;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p>Unit 1: Preview Vocabulary, T30-T31 Academic Vocabulary: Language of Ideas, T84 Develop Vocabulary, T112-T113 Preview Vocabulary, T298 Minilesson: Develop Vocabulary, T314</p> <p>Unit 2: Preview Vocabulary, T30; T100 Minilesson: Develop Vocabulary, T118 Strategy Group: Develop Vocabulary, T120 Preview Vocabulary: T240-T241</p> <p>Unit 4: Academic Vocabulary: Language of Ideas, T156 Preview Vocabulary, T166-T167 Minilesson: Develop Vocabulary, T182-T183 Whole Group, T185</p> <p>Unit 5: Minilesson: Develop Vocabulary, T52-T53 Preview Vocabulary, T104-T105 Academic Vocabulary: Language of Ideas, T232 Preview Vocabulary, T242-T243 Strategy Group: Develop Vocabulary, T252; T318-T319</p>

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<p>(B) incorporate main and supporting ideas in verbal and written communication</p>	<p>Unit 1: Analyze Main Ideas and Details, T26 Close Read: Analyze Main Ideas and Details, T32; T35 Minilesson: Analyze Main Ideas and Details, T46-T47 Strategy Group: Analyze Main Ideas and Details, T48 First Read: Respond, T109</p> <p>Unit 5: Close Read: Analyze Main Ideas and Details, T32; T35; T36; T41; T43; T45; T50 Identify Main Idea and Details, T56-T57 Strategy Group: Identify Main Idea and Details, T58-T59</p>
<p>(C) express ideas orally based on research and experiences;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T353 Project-Based Inquiry: Integrate your Instruction, Social Studies, T353 Conduct Research: Web Sites, T360-T361 Extend Research: Write a Business Letter, T366 Celebrate and Reflect: Celebrate!, T370</p> <p>Unit 2: Interact with Sources: Explore the Video, T296 Minilesson: Talk About It, T334 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Refine Research: Primary and Secondary Sources, T372 Celebrate and Reflect: Celebrate!, T378</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Extend Research: Add Photographs and Timelines, T362-T363 Celebrate and Reflect: Celebrate!, T366 Book Club Collaboration, T369</p>

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<p>(Continued) express ideas orally based on research and experiences;</p>	<p>(Continued) Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Introduce the Project, T370 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Online Survey Tools, T380-T381 Customize It!, T384 Celebrate and Reflect: Celebrate!, T384 Unit 5: Interact with Sources: Explore the Video, T162-T163 Reflect and Share: Talk About It!, T330-T331 Conduct Research: Graphics, T364-T365 Celebrate and Reflect: Celebrate!, T374 Book Club: Collaboration, T377</p>

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<p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T353</p> <p>Unit 2: Project-Based Inquiry: Integrate your Instruction, Quest Science, T361</p> <p>Unit 3: Formative Assessment Options: Option 2, Graphic Organizers, T93 Conferring: Explain Literary Structure (graphic organizers), T191 Literacy Activities: Graphic Organizer, T191 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Refine Research: Bibliography, T360-T361</p> <p>Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367</p> <p>Unit 5: Possible Teaching Point: Read Like a Writer, Author’s Craft, Graphic Organizers, T116 Refine Research: Bibliography, T368-T369</p>

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<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>Students apply this standard throughout the myView program when following the writing process. See representative citations:</p> <p>Unit 1: Minilesson: Write to Sources, T124-T125; T196-T197 My View: Write About It, T197 Writing Club, T283 Essential Question: My Turn, T354</p> <p>Unit 2: Writing Club, T85 Minilesson: Write to Sources, T200-T201 My View: Write About It, T201 Write for a Reader, T276 Weekly Question, T335 Essential Question: My Turn, T362</p> <p>Unit 3: Minilesson: Write to Sources, T124 My View: Write About It, T125 Writing Club, T149 Minilesson: Write to Sources, T196-T197; T256-T257 Essential Question, T350</p> <p>Unit 4: Minilesson: Write to Sources, T126-T127; T264-T265 Independent Writing, T146 Write for a Reader, T204-T205</p> <p>Unit 5: Write for a Reader, T74-T75 Brainstorm Ideas, T87 Minilesson: Write to Sources, T132-T133; T202-T203 My View: Write About It, T203 Essential Question: My Turn, T358</p>

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<p>(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Unit 1: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 2: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 3: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 4: Week 6: Project-Based Inquiry, Problem-Solving, T5 Unit 5: Week 6: Project-Based Inquiry, Problem-Solving, T5</p>
<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T353 Compare Across Texts: Journeys, T344-T355 Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Compare Across Texts, Reflections, T350-T351 Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Compare Across Texts: Liberty, T368-T369</p>