

**Education in Action’s “A Day with the Presidents” – Discover Texas Field Trips
5th Grade Social Studies Curriculum Guide by Strand**

Fifth grade students will travel to Dallas/Ft. Worth on Education in Action’s “A Day with the Presidents” program and explore the Bureau of Engraving and Printing, George Bush Presidential Library, and Sixth Floor Museum. Students will learn about the characteristics and benefits of the free enterprise system and describe economic activities in the United States.

§113.16. Social Studies, Grade 5

(a) Introduction.

(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

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| Name of Activity | TEKS Knowledge and Skills |
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| <ul style="list-style-type: none"> • Bureau of Engraving and Printing | <p>(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe the development of the free enterprise system in colonial America and the United States; (B) describe how the free enterprise system works in the United States; and (C) give examples of the benefits of the free enterprise system in the United States. <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> <ul style="list-style-type: none"> (A) explain how supply and demand affects consumers in the United States; and (B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States. <p>(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and explain the basic functions of the three branches of government; (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system. |
| <ul style="list-style-type: none"> • George Bush Presidential Library | <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> <ul style="list-style-type: none"> (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election. <p>(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and explain the basic functions of the three branches of government; (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system. <p>(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:</p> <ul style="list-style-type: none"> (A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and the elephant. <p>(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:</p> <ul style="list-style-type: none"> (B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and (C) identify and compare leadership qualities of national leaders, past and present. <p>(21) Culture. The student understand the relationship between the arts and the times during which they were created. The student is expected to:</p> |

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| | <p>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p> <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>(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>(D) identify different points of view about an issue, topic, or current event; and</p> <p>(E) identify the historical context of an event.</p> <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>(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 decision.</p> |
| <ul style="list-style-type: none"> • 6th Floor Museum | <p>(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:</p> <p>(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and</p> <p>(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and</p> <p>(C) identify and compare leadership qualities of national leaders, past and present.</p> <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>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p> <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>(D) identify different points of view about an issue, topic, or current event; and</p> <p>(E) identify the historical context of an event.</p> |
| <ul style="list-style-type: none"> • Pre-Activity • Bus Activity | <p>(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.</p> <p>(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p> <p>(A) identify and explain the basic functions of the three branches of government;</p> <p>(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.</p> |