

CURRICULUM GUIDE
Fifth Grade United States History
Second Six Weeks

Unit of Study—Exploration and Colonization					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
5.1A	Explain when, where, and why groups of people colonized and settled in the United States		Textbook —Unit 2 Chapter 3 pp. 99—119 Activity p. 28	Encounter, empire, monarch, Renaissance, compass, city-state, historical map, profit, navigation, cartographer, astrolabe, caravel, expedition	Early Exploration Test
5.25B	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		Textbook —p. 120	Cause, effect	
5.1A	See above		Textbook —pp. 121-139	Claim, isthmus, demarcation, treaty, grant, conquistador, desertion, Northwest Passage, estuary, rapid, company, mutiny	
5.18D	Describe the origins and significance of national celebrations such as Columbus Day				

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Grade Level/Subject

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5.11A	Analyze Henry Hudson’s searches for the Northwest Passage		Textbook —pp. 136-139	Northwest Passage, estuary, rapid, company, mutiny	
5.1A	Explain when, where, and why groups of people colonized and settled in the United States Analyze how Spain came to claim large parts of the Southwestern and Southeastern United States		Textbook —Unit 2, Chapter 4 pp.144-165 Textbook —pp. 166-170	Colony, colonist, buffer zone, borderlands, presidio, permanent, hacienda, self-sufficient, missionary, mission	
5.15A	Compare the systems of government of early European colonists; and Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.		Reproduction of Documents	Pilgrim, compact, self-rule, majority rule	Test over Early Exploration

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5.7A	Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity		Textbook —Unit 3, Chapter 5 pp. 179-193	Puritan, charter, common, specialize, town meeting, public office	Write a report on an historical figure from this time period
5.1A	Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams		Textbook —pp. 194-199	Expel, consent, sedition, fundamental, frontier	
5.15A	Compare the systems of government of Early European colonists				
5.10B	Explain the economic patterns of early European colonists		Textbook —pp. 200-205	Industry, export, import, triangular trade route, naval store	
5.11B	Identify major industries of colonial America				
5.12A	Describe the development of the free enterprise system in colonial America and the United States				

