

GRADE 5 SOCIAL STUDIES CURRICULUM MAP

Theme: Foundations of the United States – Colonization, Revolution, and Government

Inquiry Topic 1: Indigenous Peoples and Early Encounters

Compelling Question: How did Indigenous societies and European settlers shape one another's futures?

Vision of the Graduate Focus: Kindness and Empathy, Curiosity, Accountability

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS5.1.1: Indigenous peoples and cultures before European contact SS5.1.2: European exploration and early settlement SS5.1.3: Cultural exchange and conflict	- What were Indigenous societies like before European contact? - Why did Europeans explore and settle? - What happened when cultures met? - How do these early encounters still affect us today?	- Indigenous nation case studies - Exploration route mapping - Primary source artifact analysis - Cultural exchange role-play - Impact comparison charts	Formative: Source analysis reflections, discussion prompts Interim: Group presentations, concept maps Summative: Encounter DBQ, culture impact portfolio	• Indigenous peoples had diverse cultures and systems • European arrival led to exchange, conflict, and change • These interactions shaped future American identity	• Indigenous texts and stories • Exploration journals and maps • Artifact kits and museum links • Cultural simulation activities • Native and settler comparative videos

Inquiry Topic 2: Colonization and Daily Life

Compelling Question: What was life like in the thirteen colonies?

Vision of the Graduate Focus: Curiosity, Personal Academic Growth, Teamwork and Respect

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
<p>SS5.2.1: Regional differences among the colonies</p> <p>SS5.2.2: Colonial economies and labor systems</p> <p>SS5.2.3: Everyday life and community roles</p>	<ul style="list-style-type: none"> - Why did people settle in different colonies? - How did geography shape daily life and work? - What roles did different people play in society? 	<ul style="list-style-type: none"> - Colonial region Venn diagrams - Daily life journals from perspectives - Trade simulation games - Colonial map reading - Artifact box explorations 	<p>Formative: Daily log writing, artifact observations</p> <p>Interim: Colonial community project</p> <p>Summative: Region comparison DBQ, labor systems report</p>	<ul style="list-style-type: none"> • Colonies developed in three main regions with distinct features • Geography and economy shaped community life • Labor systems included both free and forced work 	<ul style="list-style-type: none"> • Regional colonial maps • Diary excerpts from children and workers • Trade goods and economic charts • Colonial role cards and clothing images • Food, music, and culture samples

Inquiry Topic 3: American Revolution

Compelling Question: What causes people to seek independence?

Vision of the Graduate Focus: Accountability, Growth Mindset, Curiosity

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS5.3.1: Causes of the American Revolution SS5.3.2: Major events and figures in the Revolution SS5.3.3: Perspectives and impact of war	- What made colonists want to break away? - Who were key people and what did they do? - How did different groups experience the Revolution? - What does it mean to fight for freedom?	- Cause and effect graphic organizers - Timeline creation of key events - Role cards and debates - Loyalist/Patriot simulation - Primary source speech analysis	Formative: Event analysis, argument scaffolds Interim: Revolutionary roles presentations Summative: Causes DBQ, perspective essay	• Multiple events and taxes led to unrest • People had different opinions and roles • The war reshaped ideas about rights and government	• Revolution-era newspapers and broadsides • Historical biographies and timelines • Interactive Liberty's Kids videos • Document-based analysis packets • Artifacts from battles and camps

Inquiry Topic 4: Building the New Nation

Compelling Question: How did the United States try to create a government that works for all?

Vision of the Graduate Focus: Growth Mindset, Teamwork and Respect, Personal Academic Growth

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS5.4.1: Articles of Confederation and U.S. Constitution SS5.4.2: Principles of democracy and civic life SS5.4.3: Rights and responsibilities of citizens	- What were the early attempts of the U.S. government? - What ideas shaped the Constitution? - How can people participate in the government today?	- Constitution close reading - Bill of Rights sorting activity - Checks and balances diagrams - Mock constitutional convention - Civic responsibility pledges	Formative: Exit tickets on democratic principles Interim: Bill of Rights presentations Summative: Civic action plan, government structure DBQ	• The U.S. shifted from weak to strong government • The Constitution is based on key democratic ideas • Citizens shape government through participation	• Constitution excerpts and teaching guides • Government structure posters • Civic role-play scenarios • Rights vs. responsibilities cards • Founding documents visuals