

Grade Five Social Studies Curriculum Overview Document

AASD Instructional Framework for Social Studies

The answers to tomorrow's problems cannot be found in the back of a textbook. The skills needed in the modern workplace are not practiced on a worksheet. In the Appleton Area School District, inquiry-based social studies is a student-centered learning process that differentiates learning and assessment while promoting a growth mindset through self and peer reflection. Inquiry starts with a compelling question, moves through a rigorous investigation and culminates in an argument or action. The inquiry-based curriculum develops the skills and builds content knowledge students need to succeed in the present and the future. An inquiry classroom supports teachers to regularly scaffold students, therefore students are engaged and gain greater independence in the use of these skills. Student voice and choice is honored and fosters a culture of equity and collaboration.

The intentionally-designed curriculum contains rigorous standards-based content in an authentic context that is interesting to students, elevates student work by ensuring a public platform for presentation and encourages lifelong learning. (for example: students are encouraged to think as; economists, historians, political scientists etc...). Teachers are empowered to implement a scope and sequence aligned to the Wisconsin State Social Studies Standards that is integrated with Wisconsin English Language Arts Standards and the Collaborative for Academic, Social, and Emotional Learning Competencies. The curriculum promotes: the reading of complex texts(primary and secondary), building academic vocabulary, evaluating sources and using evidence when writing from sources.

The social studies curriculum is comprehensive and is built in a model of change that includes; practice-based professional learning, blended curriculum and assessment, instructional leadership, and professional learning communities which helps teachers develop their practice of inquiry. Each unit of inquiry targets 21st century skills, which are designed to ensure students are prepared to thrive in college, career, and civic life.

Board Approved

May, 2007

Revised

June, 2020

Required Assessments

Social Studies Balanced Assessment System

Pre-Assessment	The inquiry units contain pre-assessment tasks that provide teachers the opportunity to gauge the prior knowledge and skills of students. These pre-assessments occur at the beginning of the Launch of every unit.
Formative Assessments	The inquiry units include formative assessment tools in every lesson, from teacher checklists to student-created responses. Assessment tools contain or connect to specific look-fors that align to lesson objectives and build toward the objectives of the Inquiry Question. These tools assess understanding and skills across a diverse set of tasks, including written claims, creative responses, and others.
Checkpoint Assessments	Checkpoint Assessments are aligned to the objectives of the Inquiry Question and are designed to check understanding of concepts and development of skills throughout that set of lessons. These tools prompt students to draw conclusions and demonstrate understanding in diverse ways, often through formal performance tasks.
Summative Assessments	The product rubric serves as the summative assessment tool for an Inquiry unit. This rubric is co-created with students at the beginning of the Taking Informed Action Module according to a specific process described in a detailed lesson plan. As part of this process, teachers should incorporate into the success criteria, key social studies concepts or content that align with school, district or state expectations.

Resources

[Wisconsin Standards for Social Studies](#)

[Grade 5 AASD Essential Social Studies Standards](#)

[inquirED Inquiry Journeys Scope and Sequence](#)

inquirED Platform- Lesson materials and resources for each social studies unit

inquirED Embedded Learning- Research-based strategies and support for teachers inside every lesson.

AASD Guiding Principles for Teaching and learning K-6 Social Studies

- Inquiry is at the heart of social studies and surrounds the content
- Social studies prepares our students for work, life, and citizenship
- Creativity, collaboration, communication, critical thinking, problem solving are valued
- Social studies should be intra and interdisciplinary with explicit integration with ELA, complimenting each other
- Social studies must regain a more balanced and elevated role in K-12 curriculum

AASD Foundations for K-6 Social Studies

Inquiry- Teaching social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help

our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

Behavior Sciences- Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.

Economics- Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.

Geography- Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.

History- Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.

Political Science- Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

Social Studies Inquiry Overview

Grade 5 Theme: Origins of the United States**Unit 1: Native America**

Ever since their first encounter with Europeans, the experiences, cultures, and histories of Indigenous Americans have been misrepresented. This unit challenges students to explore a wide range of diverse sources to form a deeper understanding of the rich and varied cultures of our country's Indigenous American peoples in the past and present.

Inquiry Question: How can we better honor the cultural heritage of this land?

Investigation Modules:**What was life like for historical Native American cultures?**

Students examine historical Native American life in different cultural areas (Northwest Coast, California, Great Basin, Plains, Southwest, Northeast, Southeast, Plateau, and Arctic and Subarctic). In order to understand cultural characteristics and use of natural resources, students conduct research in small groups and present findings to their classmates.

What can stories teach us about people and cultures?

Students explore and analyze a variety of Native American stories to identify evidence about people, places, and the past. They draw conclusions about the importance of storytelling as a way to transmit history and culture.

How can artifacts teach us about the past?

Students learn about the importance of artifacts in the study of history, and how artifacts can connect us to heritage and culture.

How can comparing sources deepen our understanding of an historical event?

Students investigate the event known as the "first Thanksgiving," reflecting upon the importance of multiple perspectives and historical sources when learning about an historical event. They gather and compare evidence from multiple sources, considering the benefits and limitations of each. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH2.a.4-5, BH3.a.5

Economics: Econ4.d.5

Geography: Geog1.a.4-5, Geog.1.b.i, Geog.2.b.5

History: Hist1.a.i, Hist1.b.i, Hist2.a.i, Hist2.b.i, Hist2.c.i, Hist3.a.i, Hist3.b.i, Hist3.c.i, Hist4.a.i, Hist4.b.i, Hist4.c.i, Hist4.d.i

Political Science: PS3.c.4-5, PS4.a.i

Grade 5 Theme: Origins of the United States**Unit 2: Colonial Era**

The European settlement of North America created a collision of three worlds and led to profound global impacts. This unit challenges students to go beyond a single narrative, looking instead at the complex geopolitical landscape, web of events, and cross-cultural interactions that helped shape both the past and present of our nation.

Inquiry Question: How does a community fail, survive, or thrive?

Investigation Modules:**What did the So-Called New World represent for Native Americans, Africans, and Europeans?**

In this module, students explore the reasons for European colonization and identify push and pull factors that caused nations and individuals to set their sights on North America. They read about the collision of three worlds and begin to consider the consequences of exploration and colonization for Africans, Europeans, and Indigenous peoples.

How do cooperation and conflict affect the survival of a community?

Students compare and contrast the experiences of colonists in the early settlements of Jamestown and Plymouth. They use primary and secondary sources to gather evidence about the goals, challenges, and decision-making that guided the establishment of the first permanent settlements. They investigate the complex interactions that European leaders had with Indigenous peoples and one another. Then, students make a claim about whether a settlement was built through cooperation, conflict, or both.

How did culture, geography, and economics shape colonial regions?

Students explore how and why colonies differed greatly in their purpose, political organization, economic structure, and religious practice. They investigate how geography influenced regional economies, which in turn helped institutionalize the practice of slavery across the colonies and fuel the global slave trade.

How did social structures impact people in Colonial America?

How were race, gender, and circumstance used to define roles, status, and opportunity in colonial society? Students investigate social structures that limited freedom and opportunity, and the acts of resistance that people took to defy or rebel against them. They consider where and how they see lingering evidence of practices and attitudes that create division today. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH2.a.4-5, BH3.a.5

Economics: Econ2.b.4-5, Econ3.b.5

Geography: Geog1.a.4-5, Geog.1.b.i, Geog1.c.4-5, Geog2.b.5, Geog2.c.5, Geog2.d.5

History: Hist1.a.i, Hist1.b.i, Hist2.a.i, Hist2.b.i, Hist2.c.i, Hist3.a.i, Hist3.b.i, Hist3.c.i, Hist4.a.i, Hist4.b.i, Hist4.c.i, Hist4.d.i

Political Science: PS1.b.4-5, PS2.a.i, PS2.b.5, PS4.a.i, PS4.b.5

Grade 5 Theme: Origins of the United States**Unit 3: The American Revolution**

The American Revolution reshaped society, culture, and government in the American colonies and territories. In this unit, students explore the events, causes, and consequences of the Revolution, examining primary and secondary sources to uncover how diverse groups and individuals shaped the course of history and laid the foundation for American government.

Inquiry Question: How can we promote life, liberty, and the pursuit of happiness for all?

Investigation Modules:**What sparks a revolution?**

In order to determine why the colonies united against Britain, students examine the events leading up to the American Revolution, the circumstances that triggered them, and the reactions to them from different perspectives. They begin to brainstorm challenges and opportunities in their lives and the world around them where people's voices are not being heard or where people are being treated unfairly.

What contributes to success?

Students make predictions about the factors that lead to victory in a sporting event, then examine the course of the American Revolution to analyze the roles of allies, resources, knowledge and expertise, leadership, and powerful messaging. They use evidence from their investigation to form a claim in response to the prompt: What is the most important factor that contributed to the outcome of the Revolutionary War?

What makes someone a revolutionary?

Students learn about four John Trumbull paintings that hang in the Capitol Rotunda, which depict pivotal moments before, during, and after the Revolutionary War. They discover that these were originally intended to be part of a set of eight, and are challenged to propose content for the never-produced works. In order to create their proposals, students must investigate well-known and lesser-known individuals and groups during the American Revolution, and determine how well the existing paintings represent the contributions of revolutionaries.

How can we promote the ideals of the revolution?

Students investigate the early days of the new nation to draw conclusions about what people had to do in order to establish a functional government. They examine changes to governing documents and events connected to them against the ideals of the American Revolution, including concepts about equality, unalienable rights, the role of government, and the idea that the people can change their government if it isn't working for them. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH4.a.i

Economics: Econ4.b.4-5

Geography: Geog1.a.4-5

History: Hist1.a.i, Hist1.b.i, Hist2.a.i, Hist2.b.i, Hist2.c.i, Hist3.b.i, Hist4.b.i, Hist4.c.i, Hist4.d.i

Political Science: PS1.a.i, PS1.b.i, PS2.a.i, PS2.c.4-5, PS3.a.4-5, PS3.d.5, PS4.a.i

Grade 5 Theme: Origins of the United States**Unit 4: Rights and Responsibilities**

The US Constitution describes the rights and responsibilities of individual citizens and defines the power of elected officials and the branches of government. This unit challenges students to examine how limits on freedom and power, whether in the Constitution or other circumstances, help to protect individual and collective rights so all people can fully participate in our democracy.

Inquiry Question: How can we contribute to a healthy democracy?

Investigation Modules:**How is our government designed?**

Students investigate the structure and function of the US government, as defined in the US Constitution. They analyze early and final drafts of the Preamble of the US Constitution to further understand the founding principles, then examine their own state's constitution with a similar lens. They learn about the importance of separation of power, the roles and functions of the three branches of government, and the essential part that the people play in a healthy democracy.

Do rules give us freedom?

Students explore the First Amendment through historical photos and contemporary graphics, considering the role that freedom of expression plays in the health of a democracy. They look at how individual freedoms have been restricted in some cases to promote safety and the common good, gathering evidence to support opposing claims about whether limiting expression makes citizens more or less free.

Why don't more people vote?

Students investigate the significance of voting as a way to participate in democracy while exploring why more people do not vote. They analyze artifacts to learn about the evolution of voting rights and look at past and present barriers to voting. Students create a three-panel storyboard to tell the story of barriers to voting that existed in the past and that still exist today, then suggest a way to address one of these barriers in the future.

What is my power to participate?

Students explore how state and local governments are designed to protect and provide for the needs of citizens. They learn why civic participation is important to the health of a democracy and look at examples of how citizens, including young people, made their voices heard on issues that affect their lives and communities. Students conclude this module by reflecting on their own civic power and how they might use it to advance the health of their community and democracy as they prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators**Inquiry:** Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq4.a.i, Inq4.b.i, Inq5.a.i**Behavioral Science:** BH2.a.4-5**Economics:** Econ4.b.4-5, Econ4.d.5**Geography:** Geog1.a.4-5, Geog.1.b.i, Geog2.b.5, Geog2.c.5**History:** Hist1.a.i, Hist1.b.i, Hist2.a.i, Hist2.b.i, Hist2.c.i, Hist3.b.i, Hist3.c.i, Hist4.a.i, Hist4.b.i, Hist4.c.i, Hist4.d.i**Political Science:** PS1.a.i, PS1.b.4-5, PS2.a.i, PS2.b.5, PS2.c.4-5, PS3.c.4-5, PS4.a.i, PS4.b.5