<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment</th>
</tr>
</thead>
</table>
| **Unit 1: The Colonial Regions** | 18-20 days | State Standards:  
5.3.B.1: Examine the similarities and differences of regions in colonial America  
5.3.D.1.b: Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the use of the grist mill, water wheels and plantation farming.  
4.5.A.3: Analyze how technological changes affected production and consumption in Colonial America. | Description: Students will take a much deeper look into the three colonial regions to compare each region's political, social, and economic make-up of each region.  
Big Idea: The original British Colonies in America were clustered along the Atlantic coast. Colonists in New England, the Middle Colonies, and the South were interdependent with one another. The demand for raw natural resources in the colonies led to the forced enslavement of indigenous and African peoples. | • How did the geography of the colonial regions affect their economic activity and the lives of the colonists? | Mastery Task – Selected Response Assessment  
Students respond to a series of stimulus-based selected-response questions to explain the interdependence of colonial regions with specifics to their unique geography, economic system, and colonial government. |
| **Unit 2: Revolution!** | 20-25 days | State Standards:  
5.1.B.1.a: Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington  
5.1.B.1.b: Examine how the federalists and anti-federalists perspectives influenced government.  
5.5.C.1.a: Identify and sequence key events between the French and Indian War and the American Revolution. | Description: The American Revolution is steeped in traditional teaching and storytelling. Students will see the issues that began to arise in colonial America, beginning with the French and Indian War and various English taxes that stirred colonists to rebel against England.  
Big Idea: As a result of countless perceived infractions, the colonist declared independence from England. Students will uncover the legacy origins of famous Americans, including George Washington. | • What events and ideas caused the thirteen original colonies to unite as one nation to fight for freedom from Great Britain? | Synthesis Task – Mini-Book  
Students will create a mini-book or newspaper article identifying the four events or ideas they believe were most significant in leading the colonies to fight against Great Britain. Students will choose the events they feel were most critical on the road to independence, summarize what happened, and explain why each event led to the Revolutionary War. |
### Grade 5 Social Studies Year at a Glance 2022-2023

**Pre-requisites:** Completion of Grade 4

Legacy

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment</th>
</tr>
</thead>
</table>
| **Unit 3: A New Government** | 32 days | **State Standards:**  
5.1.A.1: Examine the early foundations, functions, and purposes of government  
5.1.A.2: Analyze the historic events, documents, and practices that are the foundation of our political system.  
5.5.C.2: Analyze the effects of the American Revolution | **Description:** Although it is not a perfect document, the United States Constitution has remained strong through the tests of time and change. This unit aims to have students uncover the background and history of the system of government created by our Constitution and the Bill of Rights.  
**Big Idea:** Students who study the Constitution will see the importance of the document’s principles and the application of those principles to everyday life. | • *How did the Framers create a government that forms “a more perfect union?”* | **Group Task** – Students will apply their knowledge of the Constitution and government structure to propose a new school government based on the model of the United States government. |

*Please note that in July of 2020, the Maryland State Department of Education (MSDE) approved a new elementary social studies framework. This framework is now published on the MSDE website. Standard notations on social studies materials come from the previously identified standards. Moving forward, curricula will be modified to meet the expectations set forth in the new MSDE elementary Social Studies framework.*