

Social Studies

Grade 5 Modules 1,3 and 4

Social Studies is blended into the EL Reading Program. This document will identify the Module and Standards as well as the year-long progression of knowledge and skills.

The information follows Connecticut Social Studies Frameworks, which are based on the national curriculum College, Career, and Civic Life Framework (C3)

The Grade 5 Social Studies progression builds students' capacity from collaborative civic participation to historical analysis and ultimately to informed civic action. Through aligned instruction in EL Reading modules, students develop the ability to use evidence, understand multiple perspectives, and apply their learning to real-world contexts as active, responsible citizens.

In Grade 5, students deepen their understanding of history and civics by analyzing events, examining systems of governance, and evaluating multiple perspectives. Across modules, students consistently develop and communicate evidence-based claims, culminating in opportunities to apply their learning through civic engagement and informed action.

Canterbury Public Schools

Subject	Social Studies
Grade Level	5
Unit Title	Module 1: Build historical understanding- History and Foundations Module 2: Understand systems and laws- Civics and Systems Module 3: Analyze influence and perspectives- Influence and Perspectives Module 4: Apply learning through civic actions- Civic Action and Perspective
Unit Goals	Focus: Civics- History- historical context, early American history Evidence- developing claims from texts Communications - writing with evidence Analyze historical events and timelines Compare different time periods

	<p>Use evidence to support historical claims Explain how events shaped future developments Explain cause and effect Communicate ideas clearly in writing and discussion</p>
Pacing (# of weeks)	3-4 weeks
Standards	<p>Module 1: D2.His.1.3-5 Chronology D2.His.2.3-5 Compare and contrast past to present D2.His.1. 3-5 Cause and Effect D3.4.3-5 D4.3.3-5 D2.Geo.2.3-5</p> <p>Module 2: Civics: D2.Civ.3.3-5 Rules and laws D2.Civ.4.3-5 How laws are made History: D2.His.2.3-5 Compare time periods D2.His.4.3-5 Explain events using evidence Evidence and Communication: D.3.4.3-5 D.4.3.3-5</p> <p>Module 3: Civics: D2Civ.12.3-5 Influence and public participation History: D2.His.5.3-5 connections between events D2.His.12.3-5 Multiple perspectives Evidence and Communication: D3.4.3-5 D4.3.3-5</p> <p>Module 4 Civics: D2.Civ.2..3-5 Roles of citizens D2.Civ. 14, 3-5 Taking action History: D2.His.1- .3-5 Perspective in historical sources Evidence and Communication: D.3.4.3-5 D4.3.3-5 D2.Geo.9.3-5</p>

<p>Content/Conceptual Knowledge (know)</p>	<p>Civics: Why rules exist and how they are made Working together and making group decisions Solving problems and influencing change Roles and responsibilities of a good citizen</p> <p>Making and supporting arguments with evidence Understanding time and sequencing Why events happen Past versus present Different viewpoints on how events relate</p> <p>Make an argument and support it with relevant and supporting information Use sources to support a point of view Explaining thinking</p> <p>Opinion writing Discussion protocols</p> <p>Why do societies create rules and laws How governments create and apply laws Compare time periods Use evidence to explain historical events</p>
<p>Skills (be able to do)</p>	<p>Analyze a topic using evidence Explain cause and effect relationships and multiple perspectives Communicate understanding through writing and discussion</p> <p>Explain the purpose of rules and laws Describe how governments make decisions Compare historical time periods Use evidence to explain events and ideas Communicate understanding through writing and speaking</p> <p>Explain how individuals and groups influence decisions Analyze connections between historical events Identify and explain multiple perspectives Use evidence to support claims Present ideas clearly in written and oral formats</p>
<p>Essential Questions</p>	<p>Module 1: How does understanding chronology help us make sense of history?</p>

	<p>How is life today similar to and different from the past? What causes historical events, and what are their effects? How do we use evidence to support ideas? How can we clearly communicate our understanding of history?</p> <p>Module 2: Why do societies need rules and laws? How do governments make decisions and create laws? How can we use evidence to understand historical events? How does comparing time periods deepen our understanding? How do we communicate our ideas effectively?</p> <p>Module 3: How can individuals and groups influence change? How are historical events connected? Why do people have different perspectives about the same event? How does considering multiple perspectives improve our understanding? How do we support our ideas with evidence?</p> <p>Module 4: What does it mean to be an active and responsible citizen? How can people take action to improve their communities? How do perspectives influence the way history is told? How can we communicate ideas effectively using evidence?</p>
<p>Enduring Understandings</p>	<p>Module 1: Historical events can be understood by examining their sequence in time. Comparing the past to the present helps us understand change and continuity Events happen for reasons and lead to consequences Evidence is necessary to support historical claims Clear communication helps convey understanding of history</p> <p>Module 2: Rules and laws help maintain order and fairness in societies Governments create systems to make and enforce laws Historical events can be understood by examining evidence Comparing time periods helps us understand change Evidence strengthens explanations and arguments</p> <p>Module 3: Individuals and groups can influence decisions and bring about change Historical events are connected and build on one another Different people may view the same event in different ways Understanding multiple perspectives deepens historical understanding</p>

	<p>Evidence supports informed conclusions</p> <p>Module 4: Citizens have responsibilities that contribute to the common good People can take action to solve problems in their communities Perspectives influence how history is recorded and understood Evaluating sources helps us understand different viewpoints Evidence supports effective communication and decision-making</p>
Vocabulary	<p>Law, rule, government, policy, community, influence, historical perspective, event, evidence, change chronology, timeline, era, cause, effect, primary source, secondary source, democracy, citizen, decision-making, justice, point of view, reform, connection, interpretation, civic action, community, responsibility, advocacy, impact, collaboration</p>
Common Learning Experiences	<p>Close reading of historical texts Timeline creation Comparing past and present Evidence-based writing Analysis of historical texts and primary/secondary resources Comparing past and present through reading and discussion Structured debates or discussions on fairness and rules Research projects on historical topics Writing about historical events using evidence Exploring multiple perspectives in narratives and informational texts</p>
Assessments	<p>Constructed response using evidence Informational writing Short research tasks Written responses analyzing historical events Research-based writing tasks Discussion rubrics Performance tasks explaining historical connections and perspectives Short constructed responses using evidence Exit tickets Journal entries Quickwrites Turn and talk Structured presentations</p>
Student/teacher Resources	<p>Timelines and visuals to support understanding of historical change</p>

	<p>Model how to compare the past and the present using evidence</p> <p>Venn diagrams</p> <p>Time to provide structured opportunities to explore multiple perspectives</p> <p>Identify real-life situations for role play</p> <p>Anchor texts</p> <p>Trade books and primary sources excerpts</p> <p>Articles</p> <p>Historical maps and timelines</p> <p>Multimedia sources</p> <p>Biographies of historical figures</p> <p>Nonfiction texts</p> <p>Graphic organizers</p> <p>Timeline tools</p> <p>Sentence frames</p>
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