

5th Grade Social Studies



Prioritized Standards and Instructional Units 2022-2023

UNIT 1: <i>Studying the Past</i> 10+ Days	UNIT 2: <i>Motivating Our Actions</i> 8+ Days	UNIT 3: <i>Power Leading to Oppression</i> 10+ Days	UNIT 4: <i>Colonists Unite</i> 12+ Days	UNIT 5: <i>Conflict Leads to Change</i> 8+ Days	UNIT 6: <i>Gaining Independence</i> 14+ Days	UNIT 7: <i>Responsibilities of Government</i> 10+ Days	UNIT 8: <i>Democracy</i> 10+ Days	UNIT 9: <i>Kentucky's Story</i> 6+ Days
<p>Prioritized Standards 22-23</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.U.E.3 Integrate evidence that draws information</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.</p> <p>5.I.U.E.3 Integrate</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.U.E.3 Integrate evidence that draws information</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting</p>	<p>Prioritized Standards 22-23</p> <p>5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with</p>

<p>founding of the United States. 5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.</p>	<p>applicable today.</p>	<p>principle(s) is applicable today.</p>	<p>from multiple sources to answer compelling and supporting questions. 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States. 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p>	<p>evidence that draws information from multiple sources to answer compelling and supporting questions. 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States. 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p>	<p>from multiple sources to answer compelling and supporting questions. 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States. 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p>		<p>questions. 5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent. 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.</p>	<p>relevant information and data, to convey the diverse perspectives that impacted the founding of the United States. 5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</p>
---	--------------------------	--	---	---	---	--	--	--

Studying the Past / Unit 1:

Suggested Pacing Guide: 10+ Days

Compelling Questions: If we live in the present, why should we care about the past? (1600-1792)
Supporting Questions: <ul style="list-style-type: none"> ● Why is old stuff so important? ● Why do we live in such a diverse country? ● Why do we celebrate the 4th of July and Juneteenth? ● How has trade changed overtime? ● What made people invent new technologies?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Priority
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Supporting
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting
5.E.MI.1 Explain the relationship between supply and demand.	Supporting
5.E.MA.2 Explain how the United States developed into a market economy.	Supporting
5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	Supporting
5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
Using Evidence: 5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.	Priority
5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Supporting
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Priority

Motivating Our Actions / Unit 2:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What motivates our actions? (1492-1650)
Supporting Questions: <ul style="list-style-type: none"> ● What factors influenced both European explorers and early settlers' decision about where to settle? ● What kinds of interactions took place between early explorers and American Indians? ● Jamestown: Why Did So Many Colonists Die? (DBQ Elem V2) ● What impact did British settlement have on enslaved Africans? <p style="margin-left: 20px;">○</p> <p style="margin-left: 20px;">○</p>

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Supporting
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Supporting
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Priority
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting
5.E.IC.1 Analyze how incentives and opportunity costs impact decision making using examples from history.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	Supporting
5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.	Supporting
5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CE.2 Analyze the role religion played in early colonial society.	Supporting
5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Priority
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Supporting
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Priority
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Supporting

Power Leading to Oppression / Unit 3:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How can power lead to oppression? (1650-1763)
Supporting Questions: <ul style="list-style-type: none"> ● How did power establish a hierarchy in colonial America?* ● How did religion promote freedom and oppression in the colonies? ● How were women oppressed in the Massachusetts Colony? 1650-1692 ● How did colonial laws create a system of oppression for enslaved people? ● How did the French and Indian War lead to British control of North America?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Supporting
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Supporting
5.E.IC.1 Analyze how incentives and opportunity costs impact decision making using examples from history.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.	Supporting
5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	Supporting
5.H.CE.2 Analyze the role religion played in early colonial society.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Supporting
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Priority
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Supporting
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Priority
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Supporting

Colonists Unite / Unit 4:

Suggested Pacing Guide: 12+ Days

Compelling Questions: What unites us? (1763-1774)
Supporting Questions: <ul style="list-style-type: none"> ● Why did Benjamin Franklin create America's first political cartoon, and how did the meaning of that cartoon change within his lifetime? (ThinkCERCA) ● How did geography unite the colonists? ● How did British taxation unite the colonists? ● How did ideas and actions unite the colonists? ● How did the colonists organize themselves? ● How did the colonists' views of themselves change over time?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Priority
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Supporting
5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship using a variety of sources.	Supporting

5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Supporting
5.E.IC.1 Analyze how incentives and opportunity costs impact decision making using examples from history.	Supporting
5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
Using Evidence:	Priority
5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Supporting
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Priority
Communicating Conclusions:	Priority
5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Priority
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Supporting

Conflict Leads to Change / Unit 5:

Suggested Pacing Guide: 8+ Days

Compelling Questions: How does conflict lead to change? (1774-1776)
Supporting Questions: <ul style="list-style-type: none"> ● How did early battles lead to the Revolutionary War? ● How did the Second Continental Congress move from seeking peace to seeking independence? ● How did Common Sense help shape the American Revolution? (ThinkCERCA) ● Why did the Founders write the Declaration of Independence? (SHEG)

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Priority
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.	Supporting
5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Supporting
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Supporting

5.E.IC.1 Analyze how incentives and opportunity costs impact decision making using examples from history.	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
5.H.CH.1 Describe the impact of foundational documents on the development of the United States.	Supporting
5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Supporting
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Priority
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Priority
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Priority
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Supporting

Gaining Independence / Unit 6:

Suggested Pacing Guide: 14+ Days

Compelling Questions: What do you need to gain independence? (1776-1783)
Supporting Questions: <ul style="list-style-type: none"> ● What strategy did the British and colonists take to win the war? ● What motivated the colonists to choose independence or loyalty to England? ● How did colonies establish their own governments? ● How did the colonies collaborate to gain independence? ● What type of leadership was needed to gain independence? ● How did innovation help the colonists gain independence? ● How did victories on the battlefield help the colonists gain independence?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Priority
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting
5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship using a variety of sources.	Supporting
5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

alter or abolish the government.	
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Supporting
5.E.IC.1 Analyze how incentives and opportunity costs impact decision making using examples from history.	Supporting
5.E.MI.1 Explain the relationship between supply and demand.	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CH.1 Describe the impact of foundational documents on the development of the United States.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Priority
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Priority
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Priority
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting

5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

Supporting

Responsibilities of Government / Unit 7:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How do you make a government responsible? (1777-1787)

Supporting Questions:

- What are the successes and failures of the Articles of Confederation?
- How does the Preamble reflect the responsibility of the government?
- How did collaboration and compromise make the national government more responsible? (New Jersey Plan, Virginia Plan, Great Compromise)
- How do checks and balances ensure the government is responsible?
- How has the government used taxes to promote the general welfare?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Supporting
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
Content Standards:	
5.C.CP.1 Analyze the development and establishment of the U.S. federal government.	Supporting
5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.	Supporting
5.C.CP.3 Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Supporting
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	Supporting
5.E.MA.2 Explain how the United States developed into a market economy.	Supporting
5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between location of places and regions and their human and environmental characteristics.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
5.H.CH.1 Describe the impact of foundational documents on the development of the United States.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Supporting
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Priority
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Supporting
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Supporting
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting

5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

Priority

Democracy / Unit 8:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How democratic was the United States? (1787-1791)

Supporting Questions:

- How Revolutionary was the American Revolution? (U.S. Vol 1 Mini-Qs Units 13-24)
- Did laws protect everyone equally?
- Why did the Founders keep enslavement in the Constitution? (SHEG)
- How were already marginalized groups (women, Native Americans, the free black population, enslaved people) further impacted by the new democratic government?
- Was the Bill of Rights Necessary?

Standards:	Priority or Supporting:
Questioning Standards:	Priority
5.I.Q.1 Ask compelling questions about the founding of the United States.	
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Priority
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Priority
Content Standards:	
5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.	Supporting
5.C.CP.3 Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.	Supporting
5.C.PR.1 Evaluate whether various rules and laws promote the general welfare using historical and contemporary examples.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.	Supporting
5.E.MA.2 Explain how the United States developed into a market economy.	Supporting
5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.	Supporting
5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	Supporting
5.H.CH.1 Describe the impact of foundational documents on the development of the United States.	Supporting
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	Supporting
5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Supporting
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Priority
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Supporting
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Supporting

5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

Supporting

Kentucky's Story / Unit 9:

Suggested Pacing Guide: 6+ Days

Compelling Questions: How does Kentucky's story reflect America's story? (1600-1792)

Supporting Questions:

- What caused colonists to become interested in the territory now called Kentucky?
- How did the environment help and restrict settlement in the territory now called Kentucky?
- Was Kentucky gaining its statehood similar to the United States gaining its independence?

Standards:	Priority or Supporting:
Questioning Standards: 5.I.Q.1 Ask compelling questions about the founding of the United States.	Supporting
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Supporting
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Priority
Content Standards:	
5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Supporting
5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.	Supporting
5.E.MA.2 Explain how the United States developed into a market economy.	Supporting

5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.	Supporting
5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.	Supporting
5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.	Supporting
5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Supporting
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	Supporting
5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	Supporting
Using Evidence: 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	Priority
5.I.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.	Supporting
5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.	Priority
5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.	Supporting
5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.	Priority
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Supporting

DRAFT

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

Page 22