

**Standards Curriculum Map  
Bourbon County Schools**

**Grade and/or Course: 5th Grade Social Studies**  
**Updated/Created: Spring 2020**

**Compelling Question:** How do people decide where to live?

**Supporting Questions:**

1. How can I use latitude and longitude to determine my absolute location?
2. What role do physical characteristics of an environment play in human settlement?
3. How has the movement of people, goods, and ideas changed over time?
4. In what ways do people modify and adapt to their environment?
5. What role can one's physical environment play in their culture?

<b>Days</b>	<b>KAS</b>	<b>Inquiry Standards</b>	<b>( I can) Skills/Targets</b>	<b>Vocabulary</b>	<b>Strategies</b>	<b>Resources</b>
1-20	<p>5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p> <p>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.</p> <p>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence</p>	<p><b>Questioning:</b> 5.I.Q.1: Ask compelling questions. 5.I.Q.2: Generate supporting questions to answer the compelling questions. 5.I.Q.3: Identify types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b> 5.I.UE.1 Use evidence to develop</p>	<p>I can explain the difference between absolute and relative location.</p> <p>I can use longitude and latitude to determine absolute location on a map.</p> <p>I can describe the physical features found in the United States.</p> <p>I can explain how the movement of people, goods, and ideas within the United States has changed over time.</p> <p>I can describe and give examples of how people adapt to and modify their environment.</p>	<p>-Absolute Location -Longitude -Latitude -Physical Environment -Physical Features -Culture -Modify -Adapt</p>		<p>Maps</p> <p>Globes</p> <p>Exploring Geography</p> <p>TCI- History Alive *Lesson 1, Lesson 2, Lesson 3</p> <p>Map Skills-TPT</p> <p>5 Themes of geography stations-TPT</p> <p>Brainpop *Latitude and Longitude, Geography Themes, Map Skills, American</p>

	<p>how people modify and adapt to their environments.</p> <p>5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.</p>	<p>claims in response to compelling and supporting questions. 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 evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p><b>Communicating Conclusions:</b></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 founding of the United States.</p> <p>5.I.CC.2 Construct</p>	<p>I can analyze how environmental factors encourage and restrict settlement.</p> <p>I can describe how physical features/ environment can influence culture.</p>			<p>Indians</p> <p><b>For inquiry- DBQ- mini Q- What Does the Longhouse Teach Us About the Iroquois?</b></p>
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		<p>arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</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>				
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**Compelling Question:** What factors determine how people spend their money?

**Supporting Questions:**

1. How do supply and demand affect prices?
2. Where does our government get its money?
3. Why are taxes important to the U.S. economy
4. What effect do my economic choices have on myself and others?
5. Why is competition among businesses good for consumers?

Days	KAS	Inquiry Standards	( I can) Skills/Targets	Vocabulary	Strategies	Resources
21-40	5.E.MI.1 Explain the relationship between supply	<b>Questioning:</b> 5.I.Q.1: Ask	I can define supply and demand.	-Want -Need		EconEdlink.org

	<p>and demand.</p> <p>5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.</p> <p>5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.</p> <p>5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.</p> <p>5.E.MA.2 Explain how the United States developed into a market economy.</p> <p>5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky.</p>	<p>compelling questions.</p> <p>5.I.Q.2: Generate supporting questions to answer the compelling questions.</p> <p>5.I.Q.3: Identify types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b></p> <p>5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>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.</p> <p>5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p>	<p>I can identify the relationship between supply and demand.</p> <p>I can find examples of supply and demand.</p> <p>I can find examples of how our government uses taxes to provide goods and services.</p> <p>I can explain how a free enterprise economic system relies on competition among producers.</p> <p>I can explain the difference between a want and a need.</p> <p>I can define opportunity cost.</p> <p>I can give examples of how incentives drive decisions.</p> <p>I can explain how opportunity costs impact decisions in everyday life.</p>	<ul style="list-style-type: none"> <li>-Supply</li> <li>-Demand</li> <li>-Goods</li> <li>-Services</li> <li>-Consumer</li> <li>-Producer</li> <li>-Scarcity</li> <li>-Tax</li> <li>-Free Enterprise</li> <li>-Incentive</li> <li>-Opportunity Cost</li> <li>-Alternative</li> <li>-Specialization</li> <li>-Competition</li> <li>-Interdependence</li> </ul>		<p>Brainpop</p> <p>*Supply and Demand, Money, Taxes, Comparing Prices</p> <p>Biz Kidz</p> <p><b>Inquiry:</b></p> <p>C3Teachers</p> <p>Sugar and Slavery</p> <p>How Did Sugar Feed Slavery?</p>
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		<p><b>Communicating Conclusions:</b></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 founding of the United States.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</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>I can define specialization.</p> <p>I can define interdependence.</p> <p>I can make connections between specialization and interdependence.</p> <p>I can explain how the exchange of goods creates specialization and interdependence in an economic system.</p>			
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**Compelling Question:** What justifies our actions?

**Supporting Questions:**

1. What motivated European explorers to conquer the Americas?
2. What kinds of interactions took place between early explorers and American Indians?
3. What motivated British settlers to come to America?
4. What factors influenced early settlers' decision about where to settle?
5. How did British colonists in Jamestown and Massachusetts Bay deal with hardships?
6. What types of government systems were initially developed by British colonists?
7. What impact did early settlement have on American Indians?
8. What impact did early settlement have on enslaved Africans?

Days	KAS	Inquiry Standards	( I can) Skills/Targets	Vocabulary	Strategies	Resources
41-70	<p>5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.</p> <p>5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p> <p>5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.</p> <p>H.CO.1 Analyze the role conflict and collaboration</p>	<p><b>Questioning:</b>                      5.I.Q.1: Ask compelling questions.                      5.I.Q.2: Generate supporting questions to answer the compelling questions.                      5.I.Q.3: Identify types of supporting questions in each of the social studies disciplines uses to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b>                      5.I.UE.1 Use evidence to develop claims in response</p>	<p>I can explain why European explorers wanted to conquer the Americas.</p> <p>I can describe the Europeans interactions and impact on the American Indians.</p> <p>I can discuss the reasons British settlers came to America.</p> <p>I can describe the factors that determined where British settlers settled.</p>	<p>-Conflict                      -Collaboration                      -Diverse                      -Cash Crop                      -Royal Colony                      -Proprietary Colony                      -Natural Resources                      -Self Government                      -House of Burgesses                      -Cultural Diffusion                      -Religious Freedom                      -Indentured Servants                      -Apprentice                      -Religious Persecution</p>		<p>TCI- History Alive                      *Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8</p> <p>BrainPop                      *Building the 13 Colonies, Jamestown Part 1 and 2, Regions of the 13 Colonies, Slavery</p> <p>Teachers Pay Teachers</p> <p>Teacher Created Materials</p> <p>Inquiry-DBQ- An Early American Diary</p>

	<p>played in the founding of the United States.</p> <p>5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.</p> <p>5.H.CE.2 Analyze the role religion played in early colonial society.</p>	<p>to compelling and supporting 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.</p> <p>5.I.UE.3 Integrate evidence that draws information from multiple sources to answer</p> <p><b>Communicating Conclusions:</b></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 founding of the United States.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple</p>	<p>I can give examples of how colonists dealt with hardships.</p> <p>I can describe the role religion played in colonial America.</p> <p>I can describe the various cultures that groups brought with them to the colonies.</p> <p>I can describe the conflict and collaboration between the colonists and Native Americans.</p> <p>I can explain the early governments of the colonies.</p> <p>I can describe the economic and cultural aspects that slavery had on the colonies.</p>			
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		<p>sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address current issues.</p>				
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**Compelling Question:** How does conflict lead to change?

**Supporting Questions:**

1. What actions by the British led to rebellion in the colonies?
2. How did the Boston Tea Party lead to the Coercive Acts?
3. How did the Coercive Acts lead to colonial unity?
4. How did the Battle of Bunker Hill inspire the colonists?
5. How did the Second Continental Congress establish a common voice for the colonists?
6. How did the *Declaration of Independence* break the bond between the British and the colonists?
7. How did *Common Sense* give meaning to the American Revolution?
8. What strategy did the British adopt to put down the rebellion?
9. What strategy did Americans adopt to win independence?

Days	KAS	Inquiry Standards	( I can) Skills/Targets	Vocabulary	Strategies	Resources
71-105	<p>5.H.CO.1 Analyze the role conflict and collaboration played in founding the United States.</p> <p>5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.</p> <p>5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</p> <p>5.H.CH.1 Describe the impact of foundational documents on the development of the United States.</p> <p>5.E.IC.1 Analyze how incentives opportunity costs impact decision making using examples from history.</p> <p>5.H.CH.2 Analyze the impact and human ingenuity had on the development of the United States from colonization and constitution.</p>	<p><b>Questioning:</b>  5.I.Q.1: Ask compelling questions.  5.I.Q.2: Generate supporting questions to answer the compelling questions.  5.I.Q.3: Identify types of supporting questions in each of the social studies disciplines used to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b>  5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions. 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>I can give examples of cause and effect during the time leading up the Revolutionary War.</p> <p>I can describe examples of conflict, cooperation, and compromise that occurred between English colonists and British Parliament.</p> <p>I can analyze events that led to the Revolutionary War.</p> <p>I can analyze the different perspectives that contributed to the conflict.</p> <p>I can use primary and secondary sources to interpret different perspectives about the</p>	<ul style="list-style-type: none"> <li>-Act</li> <li>-Tariff</li> <li>-Patriots</li> <li>-Loyalists</li> <li>-Parliament</li> <li>-Proclamation</li> <li>-Treaty</li> <li>-Delegates</li> <li>-Representation</li> <li>-Boycott</li> <li>-Protest</li> <li>-Monopoly</li> <li>-Revolution</li> <li>-Rebellion</li> <li>-Repeal</li> <li>-Treason</li> <li>-Congress</li> </ul>		<p>TCI- History Alive  *Lesson 10,  Lesson 12,  Lesson 13</p> <p>Teachers Pay Teachers</p> <p>BrainPop  *Causes of the American Revolution,  American Revolution</p> <p><b>Inquiry:</b> DBQ- Valley Forge: Would You Have Quit?</p>

	<p>5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p>	<p>5.I.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p><b>Communicating Conclusions:</b></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 founding of the United States.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using</p>	<p>Revolutionary War.</p> <p>I can explain why the <i>Declaration of Independence</i> was written.</p> <p>I can describe the differences in tactics that were used by the British and Americans during the Revolutionary War.</p>			
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		examples from U.S. history. 5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issues.				
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**Compelling Question:** How do you create a fair, responsible government?

**Supporting Questions:**

1. What were the successes and failures of the Articles of Confederation?
2. How did Shay's Rebellion lead to the development of the Constitution?
3. How does the Preamble reflect the responsibility of the government?
4. What are the powers and responsibilities of the legislative, executive, and judicial branches of government?
5. How do checks and balances ensure the government is responsible?
6. How does the government use taxes to promote the general welfare?
7. What role do citizens play in making our government work?

Days	KAS	Inquiry Standards	( I can) Skills/Targets	Vocabulary	Strategies	Resources
106-130	5.H.CH.1 Describe the impact of foundational documents on the development of the United States.  5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United United States  5.C.CP.1 Analyze the	<b>Questioning:</b> 5.I.Q.1: Ask compelling questions. 5.I.Q.2: Generate supporting questions to answer the compelling questions. 5.I.Q.3: Identify types of supporting questions in each of the social studies	I can describe the basic purposes of the U.S. government as defined in the Preamble to the Constitution.  I can explain the basic principles of democracy found in the Constitution.	-Constitution -Bill of Rights -Democracy -Articles of Confederation -Constitutional Convention -Constitution -Inalienable Rights -Separation of Powers		TCI- History Alive *Lesson 14, Lesson 15, Lesson 16  BrainPop *Constitutional Convention, Articles of Confederation, Branches of Government, US

	<p>development and establishment of the U.S. federal government.</p> <p>5.C.CP.3 Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.</p> <p>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.</p> <p>5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.</p> <p>5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.</p> <p>5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources</p>	<p>disciplines uses to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b> 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting 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.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p><b>Communicating Conclusions:</b> 5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data,</p>	<p>I can describe the role compromise played in the creation of the U.S. Constitution.</p> <p>I can explain the strengths and weaknesses of the Articles of Confederation.</p> <p>I can recognize how the weakness in the Articles led to a new plan for government.</p> <p>I can describe the outcome of the Constitutional Convention.</p> <p>I can identify the three branches of government and the roles and responsibilities of each.</p> <p>I can describe various ways the power of the government is limited. (separation</p>	<ul style="list-style-type: none"> <li>-Checks and Balances</li> <li>-Citizens</li> <li>-General Welfare</li> <li>-Federalism</li> <li>-Citizen</li> <li>-Citizenship</li> </ul>		<p>Constitution, Democracy, Citizenship</p>
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	<p>5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.</p>	<p>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.  5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.  5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issues.</p>	<p>of powers, checks and balances, federalism)</p> <p>I can explain the duties of citizens.</p> <p>I can explain the responsibilities of citizens.</p> <p>I can explain the requirements for U.S. citizenship.</p> <p>I can explain the rights guaranteed to all citizens in the US Constitution.</p> <p>I can give examples of laws and rules that support issues concerning the general welfare (poverty, housing, food, economic and social welfare)</p> <p>I can explain the duties and responsibilities of citizens within their state and the nation.</p>			
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**Compelling Question:** What role did Kentucky play in founding the United States?

**Supporting Questions:**

1. What was life like for American Indians before the Europeans came to Kentucky?
2. What caused colonists to become interested in Kentucky?
3. How did the environment help and restrict Kentucky settlement?
4. What was Kentucky's involvement in the French and Indian War?
5. How did the treatment of American Indians in Kentucky compare to other places?
6. How did the development of Kentucky perpetuate enslavement?
7. How were Kentucky settlers involved in the American Revolution?
8. What role do we as Kentucky citizens have to ensure "a more perfect union"?

Days	KAS	Inquiry Standards	( I can) Skills/Targets	Vocabulary	Strategies	Resources
131-150	<p>5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.</p> <p>5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</p> <p>5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using</p>	<p><b>Questioning:</b></p> <p>5.I.Q.1: Ask compelling questions.</p> <p>5.I.Q.2: Generate supporting questions to answer the compelling questions.</p> <p>5.I.Q.3: Identify types of supporting questions in each of the social studies disciplines used to answer compelling and supporting questions.</p> <p><b>Using Evidence:</b></p> <p>5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions. 5.I.UE.2 Analyze primary and secondary sources on</p>	<p>I can explain what life was like for the American Indians living in Kentucky before European settlement.</p> <p>I can describe the relationship between the settlers of Kentucky and the Native Americans living there.</p> <p>I can discuss the reasons that the colonists wanted to settle in Kentucky.</p> <p>I can describe Kentucky's involvement in the French and Indian War.</p>			

	<p>examples from Kentucky history.</p> <p>5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.</p> <p>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.</p>	<p>the same event or topic, noting key similarities and differences in the perspective they represent.</p> <p>5.1.UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.</p> <p>5.1.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p><b>Communicating Conclusions:</b></p> <p>5.1.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>5.1.CC.2 Construct arguments using</p>	<p>I can explain how Kentucky's environment helped and restricted settlement.</p> <p>I can explain what role slavery played in the state of Kentucky.</p> <p>I can describe Kentucky settlers' involvement in the American Revolution.</p> <p>I can explain the importance of being a responsible citizen in Kentucky.</p>			
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		<p>claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issues.</p>				
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