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# ***Pike County School District Standards Mastery Document***

5th Grade Social Studies  
2021 1st Edition



**Pike County Schools**  
**Social Studies- 5th Grade**  
**Standards Mastery Document**

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the founding documents were developed and how they guided decisions in the past. Students also engage in deeper learning about our government and how it is structured.

## Inquiry Practice- Questioning(Q)

**These are the questioning standards to be used with every 8th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.**

Standard	Sample Evidence of Learning
5.I.Q.1 Ask compelling questions about the founding of the United States.	“What unites Americans?” Teachers can pose this question to students to facilitate exploration about why this standard applies to the founding of the United States.
5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.	Students generate supporting questions to answer compelling questions about the founding of the United States. An example of a supporting question is “What actions taken by the British Parliament angered the colonists?”
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Teachers can pose these questions to students to facilitate exploration about why this standard applies to the founding of the United States to address the compelling question. <ul style="list-style-type: none"> <li>● Why did the British Parliament raise taxes on the colonists?</li> <li>● What actions taken by the British Parliament angered the colonists?</li> <li>● How do the founding documents establish an American identity?</li> </ul>

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**Standard: Civic and Political Institutions: 5.C.CP.1** Analyze the development and establishment of the U.S. federal government.

**Clarification Statement:** The Articles of Confederation formed shortly after the conclusion of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the United States Constitution was established, creating the structure and rules for government, the powers and checks of each branch and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws, and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.

**KNOW: Vocabulary:**

Articles of Confederation  
State Sovereignty  
Constitution  
Legislative Branch  
Judicial Branch  
Executive Branch  
Checks and balances  
Amendment

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **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.
- **5.I.U.E.3:** Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.

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**MASTERY: Communicating Conclusions:**

**(Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.
- **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 issue.

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**Standard: Civic and Political Institutions: 5.C.CP.2** Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.

**Clarification Statement:** The Articles of Confederation formed shortly after the conclusion of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the United States Constitution was established, creating the structure and rules for government, the powers and checks of each branch and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws, and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.

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**Standard: Civic and Political Institutions: 5.C.CP.3** Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.

**Clarification Statement:** The Articles of Confederation formed shortly after the conclusion of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the United States Constitution was established, creating the structure and rules for government, the powers and checks of each branch and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws, and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.

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**Standard: Roles and Responsibilities of a Citizen: 5.C.RR.1** Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.

**Clarification Statement:** Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events. Americans also have personal rights as citizens that are protected by the Constitution.

**KNOW: Vocabulary:**

Citizen  
Citizenship  
Election  
Voting  
Public Service  
Community  
Current Events  
Constitution  
Amendments

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**Standard:Roles and Responsibilities of a Citizen: 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.**

**Clarification Statement:** Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events. Americans also have personal rights as citizens that are protected by the Constitution.

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Citizenship  
Election  
Voting  
Public Service  
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**Standard: Civic Virtues and Democratic Principles: 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.

**Clarification Statement:** Americans have the freedoms they enjoy because of the democratic principles laid out in the nation's founding documents. These democratic principles include, but are not limited to, equality before the law, inalienable rights (rights people are born with that cannot be taken away), consent of the governed, right to alter or abolish the government, justice, responsibility and freedom.

**KNOW: Vocabulary:**

Freedom  
Democracy  
Democratic Principles  
Equality  
Inalienable Rights  
Abolish  
Justice

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**Standard: Processes, Rules, and Laws: 5.C.PR.1** Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.

**Clarification Statement:** One of the goals of American government laid out in the Preamble is to promote the general welfare. The government does this in a variety of ways through more formal policies like welfare and informal policies like local food banks.

**KNOW: Vocabulary:**

Preamble

General Welfare

Taxes

Laws

Government

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**Standard: Kentucky Government: 5.C.KGO.1** Explain the roles and responsibilities of a Kentucky citizen.

**Clarification Statement:** Kentucky citizens have certain roles and responsibilities to the state. Kentuckians also have personal rights as a citizen that are protected by the Constitution.

**KNOW: Vocabulary:**

Roles  
Responsibility  
Citizen  
Constitution

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**Standard: Microeconomics: 5.E. MI.1** Explain the relationship between supply and demand

**Clarification Statement:** If demand for a product or service is high, then more producers will make or supply the item, leading to higher supply. If demand is low, producers will create a smaller supply.

For example, the British empire needed many ships for their Navy, which required a large demand for lumber and labor from their colonies in the Americas. Because of this demand, a lot of logging and shipbuilding took place in Colonial America to supply that demand.

**KNOW: Vocabulary:**

Supply  
Demand  
Product  
Service  
Producers

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**Standard: Macroeconomics: 5.E.MA.1** Describe why the government collects taxes and what goods and services it provides society.

**Clarification Statement:** Governments need money to operate and provide services for their citizens. This money comes from taxes. With new goods being created in the young nation, new markets sprang up leading to a new kind of economy, different from the colonial economy.

**KNOW: Vocabulary:**

Government  
Services  
Citizen  
Taxes  
Goods  
Markets  
Economy

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**Standard: Macroeconomics: 5.E.MA.2** Explain how the United States developed into a market economy.

**Clarification Statement:** Governments need money to operate and provide services for their citizens. This money comes from taxes. With new goods being created in the young nation, new markets sprang up leading to a new kind of economy, different from the colonial economy.

**KNOW: Vocabulary:**

Government  
Services  
Citizen  
Taxes  
Goods  
Markets  
Economy

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**Standard: Specialization, Trade and Interdependence: 5.E.ST.1** Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.

**Clarification Statement:** As the colonies grew to a nation, each part of the country developed a unique economy (specialized) based on the available resources. New England colonies relied upon the ocean to make money. The swift-moving rivers of New England provided the perfect resource for the growth factories. This gave New England a comparative advantage over the more agrarian economy of the South. However, New England was still dependent upon the South for the cotton that was spun in the factories.

**KNOW: Vocabulary:**

Nation  
Economy  
Factories  
Production  
Goods  
Specialized  
Resources  
Competition  
Exchange  
Services

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**Standard: Incentives, Choices and Decision Making: .5.E.IC.1** Analyze how incentives and opportunity costs impact decision making, using examples from history.

**Clarification Statement:** Many colonists came to the New World to make the most of the opportunities they encountered. Georgia, for example, became a place for debtors to work off what they owed, and many settled in New England for religious freedoms. As the nation grew, new incentives were given to settle in various parts of the colonies, at a large cost to both the colonists themselves and their families. Many of these settlers were having to give up much of their livelihood to do so.

**KNOW: Vocabulary:**

New World  
Opportunity Costs  
Debtors  
Religious Freedom  
Incentives

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**Standard: Kentucky Economics: 5.E.KE.1** Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.

**Clarification Statement:** Many colonists came to Kentucky to make money, making the most of the opportunities they found. As Kentucky grew from part of the Virginia Colony to a state, Kentuckians discovered new incentives to make money and new opportunities to increase their wealth. In spite of these opportunities, some Kentuckians made the choice to not take advantage of incentives offered.

**KNOW: Vocabulary:**

Opportunity Costs  
Incentives  
Money  
Wealth

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**Standard: Migration and Movement: 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.

**Clarification Statement:** A factor restricting movement was physical barriers, such as the Appalachian Mountains and the Mississippi River. A factor encouraging movement included the industrial development in the larger colonial cities at the time.

**KNOW: Vocabulary:**

Culture

Environmental Factors

Movement

Goods

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**Standard: Human Interactions and interconnections: 5.G.HI.1** Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

**Clarification Statement:** Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.

**KNOW: Vocabulary:**

Traditions  
Diverse  
Immigration  
Immigrants  
Customs  
Holiday

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **5.I.UE.1:** Use evidence to develop claims in response to compelling and supporting questions.
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**Standard: Human Interactions and interconnections: 5.G.HI.2** Analyze how and why cultural characteristics diffuse and blend with migration and settlement.

**Clarification Statement:** Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.

**KNOW: Vocabulary:**

Traditions  
Diverse  
Immigration  
Immigrants  
Customs  
Holiday

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**Standard: Human Environment Interaction: 5.G.HE.1** Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

**Clarification Statement:** Throughout U.S. history, there have been geographic push and pull factors that have influenced the movement of people. Depending on proximity to water and natural resources, people have altered the environment for means of survival and economic benefits, among other motivations.

**KNOW: Vocabulary:**

Culture

Population

Modify

Natural Resources

Environmental Changes

Distribution

Adapt

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**Standard: Geographic Reasoning: 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.

**Clarification Statement:** In the early United States, many larger cities, such as Charleston, Philadelphia and Boston developed in areas where the geographic location made trade easier, especially near oceans, rivers and other waterways.

**KNOW: Vocabulary:**

Maps

Location

Region

Environmental Characteristics

Satellite Images

Place

Human Characteristics

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**Standard: Kentucky Geography: 5.G.KGE.1** Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

**Clarification Statement:** During the early years of the United States, Kentucky was much more sparsely populated than the other states that had already established themselves as colonies. Early pioneers in Kentucky primarily practiced subsistence farming as they lived off of the land and provided for their families.

**KNOW: Vocabulary:**

Kentucky Settlers  
Population  
Economy  
Culture

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Change and Continuity: 5.H.CH.1** Describe the impact of foundational documents on the development of the United States.

**Clarification Statement:** The founding documents, including, but not limited to, the Declaration of Independence, U.S. Constitution and Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for slavery were embedded in the founding documents.

**KNOW: Vocabulary:**

Declaration of Independence  
Bill of Rights  
Democratic Principles  
Rights  
U.S. Constitution  
Political Ideologies  
Government

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Change and Continuity: 5.H.CH.2** Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

**Clarification Statement:** Innovation can result in a variety of impacts. For example, the invention of the cotton gin helped shape industry in the early United States and also led to the increased demand for land and slave labor.

**KNOW: Vocabulary:**

Innovation  
Human ingenuity  
Industry  
Demand

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Cause and Effect: 5.H.CE.1** Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.

**Clarification Statement:** The American Revolution was caused by a variety of events that compounded over time, including many different British Acts that increased taxes on American colonists and limited settlement, such as the Stamp Act and the Proclamation of 1763. Other events that increased tension were the Boston Massacre, Boston Tea Party and Intolerable Acts.

**KNOW: Vocabulary:**

American Revolution  
Taxes  
Proclamation of 1763  
Boston Tea Party  
Conflict  
Stamp Act  
Boston Massacre  
Intolerable Acts

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Cause and Effect: 5.H.CE.2** Analyze the role religion played in early colonial society.

**Clarification Statement:** Freedom of religion served as the reason many colonists, such as the Puritans, initially immigrated to America. Within the colonies, the Middle colonies offered freedom of religion, which attracted diverse groups, such as Quakers. New England had strict religious rules that governed the rules of their colonies.

**KNOW: Vocabulary:**

Religion  
Freedom of Religion  
Puritans  
Diverse Groups  
Quakers

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Cause and Effect: 5.H.CE.3** Describe the social and economic impact of the slave trade on diverse groups.

**Clarification Statement:** Slavery was a brutal, dehumanizing institution and existed to extract labor, through force, to get difficult work done. Because the economy was built on the production of cash crops for an export market, the South relied on this labor to work plantations and produce the amount of cash crops that sustained their economy. The slave trade caused the loss of personal liberty and degradation of inherent human dignity to slaves and created, through force, the capital through which the later industrial economy was created.

**KNOW: Vocabulary:**

Social Impact  
Slavery  
Production  
Export Market  
Plantations  
Industrial Economy  
Economic Impact  
Economy  
Cash Crop  
Labor  
Liberty

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Conflict and Compromise: 5.H.CO.1** Analyze the role conflict and collaboration played in the founding of the United States.

**Clarification Statement:** The creation of the nation's founding documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government.

**KNOW: Vocabulary:**

Conflict  
Founding Documents  
Compromise  
Ratification  
Collaboration  
Debate  
Consensus

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Kentucky History: 5.H.KH.1** Describe the role of Kentucky settlers in the American Revolution.

**Clarification Statement:** Although it had not yet achieved statehood and only consisted of three counties at the time, Kentucky militia grew and participated in the Revolution through conflict with the British and American Indians.

**KNOW: Vocabulary:**

Kentucky Settlers  
American Revolution  
Militia

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