



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 1

Essential Question:

1. Why is meeting a challenge an important part of learning?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

[Unit 1](#)

Aug. 27-
Oct. 4

5.PC.1.D-Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present

5.GS.B-Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000

5.EG.5.A.b-Construct maps for relevant social studies topics

5.EG.5.B.a-Name and locate specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics

5.EG.5.B.b-Locate and describe real places, using absolute, and relative location

5.RI.6.A.b-Describe the cultural impact of migration on the immigrants and the United States c 1800-2000

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify citizens.
- I can analyze the ways citizens effectively voice opinions.
- I can analyze the ways citizens effectively monitor government.
- I can analyze the ways citizens brought about change in both past and present.
- I can analyze peaceful resolution of disputes by courts or other legitimate authorities.
- I can construct maps.
- I can name specific regions, states, capitals, river systems, and mountain ranges in the United States.
- I can locate specific regions, states, capitals, river systems, and mountain ranges in the United States.
- I can locate real places using absolute and relative location.
- I can describe real places using absolute and relative location.
- I can describe the cultural impact of migration on immigrants and the United States c 1800-2000.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 2

Essential Question:

1. How do you describe and locate places and regions defined by physical and human features?

Pacing	Priority Standards (Missouri Learning Standards and Show-Me Standards)	I CAN statements
--------	---	------------------

[Unit 2](#)

Oct. 7-
Nov. 8

5.EG.5.A.b-Construct maps for relevant social studies topics
5.EG.5.B.a-Name and locate specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics
5.EG.5.B.b-Locate and describe real places, using absolute, and relative location
5.PC.1.A-Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events
5.PC.1.B-Apply the principles of the US Constitution to the historical time periods being studied and to current events
5.PC.1.C-Apply the principles of the Bill of Rights to historical time periods being studied and to current events
5.PC.1.E-Describe the character traits and civic attitudes of significant individuals from 1800-2000

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can construct maps.
- I can name specific regions, states, capitals, river systems, and mountain ranges in the United States.
- I can locate specific regions, states, capitals, river systems, and mountain ranges in the United States.
- I can locate real places using absolute and relative location.
- I can describe real places using absolute and relative location.
- I can identify components of the Declaration of Independence.
- I can identify components of the US Constitution.
- I can identify components to the Bill of Rights.
- I can apply the principles of the Declaration of Independence to historical time periods.
- I can apply the principles of the US Constitution to historical time periods.
- I can apply the principles of the Bill of Rights to historical time periods.
- I can describe the character traits of significant individuals from 1800-2000.
- I can describe the civic attitudes of significant individuals from 1800-2000.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 3

Essential Question:

1. How can a revolution result in change?

Pacing	Priority Standards (Missouri Learning Standards and Show-Me Standards)	I CAN statements
--------	---	------------------

[Unit 3](#)

Nov. 11-
Dec. 20

5.GS.A-Explain how the purpose and role of government have been debated across historical time periods to current times
5.GS.B-Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000
5.GS.C-Analyze how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events
5.PC.1.D-Analyze ways by which citizen have effectively voiced opinions, monitored government, and brought about change both past and present
5.H.3.C-Identify and describe the contributions of significant individuals from 1800-2000 (e.g. presidents, William Llyod Garrison, Harriet Tubman, Frederick Douglas etc.)
5.H.3.E-Explain the causes and consequences of major political developments and reform in US history from c1800-2000 including: Amendments to the Constitutions, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, etc.

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can explain how the purpose of government have been debated across historical time periods to current times.
- I can explain how the role of government have been debated across historical time periods to current times..
- I can analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000.
- I can analyze how authoritative decisions are made by the federal government across historical time periods to current events.
- I can analyze how authoritative decisions are enforced by the government across historical time periods to current events.
- I can analyze how authoritative decisions are interpreted by the federal government across historical time periods to current events.
- I can identify the contributions of significant individuals from 1800-2000.
- I can describe the contributions of significant individuals from 1800-2000.
- I can analyze the ways citizens effectively voice opinions.
- I can analyze the ways citizens effectively monitor government.
- I can analyze the ways citizens brought about change in both past and present.
- I can explain the causes and consequences of major political developments and reform in the US history from 1800-2000.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 4

Essential Question:

1. How does conflict arise from political and economic differences?

Pacing	Priority Standards (Missouri Learning Standards and Show-Me Standards)	I CAN statements
--------	---	------------------

[Unit 4](#)

Jan. 6-
Jan. 24

5.H.3.I.a-Identify political, economic, and social causes and consequences of World War I and World War II on the United States
5.RI.6.E-Examine the changing roles among Native Americans, Immigrants, African Americans, women, and others from 1800-2000

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify political causes and consequences of World War I and World War II on the United States.
- I can identify economic causes and consequences of World War I and World War II on the United States.
- I can identify social causes and consequences of World War I and World War II on the United States.
- I can examine the changing roles among Native Americans, Immigrants, African Americans, women, and others from 1800-2000.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 5

Essential Question:

1. What were the costs and benefits of territorial expansion?

Pacing

Priority Standards
(Missouri Learning Standards and Show-Me Standards)

I CAN statements

[Unit 5](#)

Jan. 27-
Mar. 27

5.H.3.A.a-Outline the territorial expansion of the United States
5.H.3.B-Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c 1800-2000
5.H.3.F-Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Rush

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can outline the territorial expansion of the United States.
- I can examine cultural interactions among Native Americans, European Americans, and African Americans from c 1800-2000.
- I can examine conflicts among Native Americans, European Americans, and African Americans from c 1800-2000.
- I can investigate the causes of westward expansion , including the Texas and the Mexican War, Oregon Territory, California Rus.
- I can investigate the consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Rush.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 6

Essential Question:

1. What are the basic physical processes that affect the physical characteristics of places and regions?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

[Unit 6](#)

Mar. 30-
May 22

5.EG.5.B.a-Name and locate specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can name specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics
- I can locate specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics