

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County Elementary	Subject: Social Studies	Grade: 5 th Grade
--------------------------------------	-------------------------	------------------------------

Benchmark Assessment 1

Instructional Timeline: Weeks 1-9

Topic(s): Geography, Economics, Culture, and Native Americans

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><u>SS-05-4.1.1</u> Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States. DOK 3</p>	<p><u>SS-05-4.1.1</u></p> <ul style="list-style-type: none"> I can use geographic tools to identify natural and physical characteristics. 	<ul style="list-style-type: none"> Geographic Tools Natural Resources Physical Characteristics
<p><u>SS-05-4.1.2</u> Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location. DOK 2</p>	<p><u>SS-05-4.1.2</u></p> <ul style="list-style-type: none"> I can use geographic tools to identify absolute location. 	<ul style="list-style-type: none"> Absolute Location Equator Prime Meridian Longitude Latitude Relative location Human Activities Natural disasters
<p><u>SS-05-3.1.1</u> Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth</p>	<p><u>SS-05-3.1.1</u></p> <ul style="list-style-type: none"> I can describe the cause and effect of scarcity. 	<ul style="list-style-type: none"> Supply Demand

<p>Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs</p> <p><u>SS-05-2.3.1</u> Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States. DOK 2</p> <p><u>SS-05-2.3.2</u> Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2</p> <p><u>SS-05-4.3.1</u> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics</p>	<ul style="list-style-type: none"> • I can explain and give examples of opportunity costs <p><u>SS-05-2.3.1</u></p> <ul style="list-style-type: none"> • I can describe why different Native American groups had interactions with each other. • I can give examples of conflicts between cultural groups. <p><u>SS-05-2.3.2</u></p> <ul style="list-style-type: none"> • I can give examples of conflict resolution strategies used by the Native Americans. • I can explain why Native Americans migrated and settled in different regions of the U.S. • I can describe how the Native Americans modified the environment to meet their needs. 	<ul style="list-style-type: none"> • Production • Consumption • Distribution • Scarcity • Opportunity Cost <ul style="list-style-type: none"> • Interactions • Compromise • Cooperation • Conflict • Diverse Groups • Culture <ul style="list-style-type: none"> • Conflict Resolution • Human Settlement
--	--	--

(e.g., climate, landforms, bodies of water).

DOK 2

SS-05-4.3.2

Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States.

DOK 2



CUMBERLAND COUNTY
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

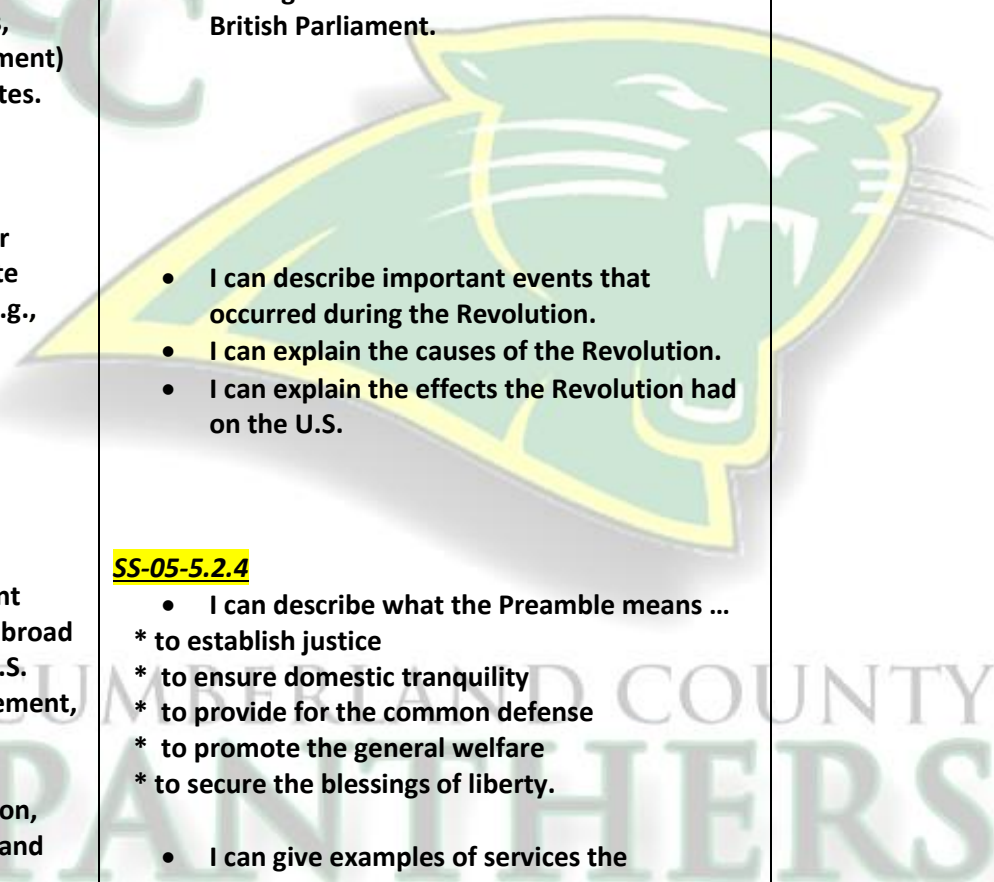
School: Cumberland County Elementary	Subject: Social Studies	Grade: 5th
Benchmark Assessment 2		
Instructional Timeline: Weeks 10-18		
Topic(s): Exploration, Colonists, Revolution, Government		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><u>SS-05-2.1.1</u> Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences.</p>	<p><u>SS-05-2.1.1</u></p> <ul style="list-style-type: none"> I can identify early cultures that explored the U.S. I can analyze similarities and differences of early cultures. 	<ul style="list-style-type: none"> Age of Exploration Cultural Elements
<p><u>SS-05-2.3.1</u> Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p>	<p><u>SS-05-2.3.1</u></p> <ul style="list-style-type: none"> I can give examples of interactions between Native Am. and early explorers. 	<ul style="list-style-type: none"> Social Institutions
<p><u>SS-05-2.3.2</u> Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation,</p>	<p><u>SS-05-2.3.2</u></p> <ul style="list-style-type: none"> I can give examples of conflict resolution strategies used between the Native Am. and early explorers. 	<ul style="list-style-type: none"> Cooperation, Conflict Resolution

<p>communication).</p> <p><u>SS-05-5.2.2</u> Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</p> <p><u>SS-05-4.3.1</u> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p> <p><u>SS-05-4.3.2</u> Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States.</p>	<p><u>SS-05-5.2.2</u></p> <ul style="list-style-type: none"> • I can explain why colonists came to America. <p><u>SS-05-4.3.1</u></p> <ul style="list-style-type: none"> • I can explain how physical characteristics influenced where colonists settled. <p><u>SS-05-4.3.2</u></p> <ul style="list-style-type: none"> • I can describe how the Colonists modified the environment to meet their needs. 	<ul style="list-style-type: none"> • Freedom • Opportunities <ul style="list-style-type: none"> • Physical Environment <ul style="list-style-type: none"> • Adapt • Modify
---	---	---

<p><u>SS-05-4.4.1</u> Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</p>	<p><u>SS-05-4.4.1</u></p> <ul style="list-style-type: none"> • I can explain why the colonists modified the physical environment to meet their needs. 	
<p><u>SS-05-4.4.2</u> Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p>	<p><u>SS-05-4.4.2</u></p> <ul style="list-style-type: none"> • I can describe how the physical environment helped and hurt human activities during Colonization. 	
<p><u>SS-05-3.4.1</u> Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p>	<p><u>SS-05-3.4.1</u></p> <ul style="list-style-type: none"> • I can identify an example of a good and service during Colonization. • I can describe production and distribution of goods and services. 	<ul style="list-style-type: none"> • Production • Distributions • Consumption • Good and Services

<p><u>SS-05-3.4.2</u> Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p>	<p><u>SS-05-3.4.2</u> I can describe how specialization promotes productivity.</p>	<ul style="list-style-type: none"> • Specialization • Productivity
<p><u>SS-05-3.1.1</u> Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.</p>	<p><u>SS-05-3.1.1</u></p> <ul style="list-style-type: none"> • I can explain the problems scarcity caused during Colonization. 	<ul style="list-style-type: none"> • Scarcity • Economic Choices • Opportunity Cost • Resources • Human • Natural • Limited • Capital
<p>Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.</p>	<p>I can compare a market in colonization to today's market.</p>	<ul style="list-style-type: none"> • Markets
<p><u>SS-05-5.2.2</u> Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came</p>	<p><u>SS-05-5.2.2</u></p> <ul style="list-style-type: none"> • I can compare immigration today to reasons for colonization. 	<ul style="list-style-type: none"> • Immigrant • Immigration

<p>to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</p> <p><u>SS-05-2.3.2</u> Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p><u>SS-05-5.2.4</u> Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p>	<p><u>SS-05-2.3.2</u></p> <ul style="list-style-type: none"> • I can give examples of interactions between Native Am. and Colonists. • I can give examples of conflict resolution strategies used between the Native Am. and Colonists. <p><u>SS-05-5.2.4</u></p> <ul style="list-style-type: none"> • I can describe important events that occurred during Colonization. • I can explain the causes of Colonization and Settlement. • I can explain the effects Colonization and Settlement had on the U.S. • I can distinguish between primary and secondary sources. • I can identify historical documents , selected readings, and speeches and explain their historical significance. (Mayflower Compact, Emancipation Proclamation, I have a Dream, etc.) • I can give examples of interactions between Colonists and British Parliament. • I can give examples of interactions between Colonists and British Parliament 	<ul style="list-style-type: none"> • Era and Periods (historical) • Events • Cause/Effect • Relationships
---	---	---

<p><u>SS-05-2.3.1</u> Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p>Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p><u>SS-05-5.2.4</u> Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships. DOK 3</p>	<p><u>SS-05-2.3.1</u></p> <ul style="list-style-type: none"> • I can give examples of conflicts between Colonists and British Parliament. • I can give examples of conflict resolution strategies used between Colonists and British Parliament. <p>• I can describe important events that occurred during the Revolution.</p> <p>• I can explain the causes of the Revolution.</p> <p>• I can explain the effects the Revolution had on the U.S.</p> <p><u>SS-05-5.2.4</u></p> <ul style="list-style-type: none"> • I can describe what the Preamble means ... <ul style="list-style-type: none"> * to establish justice * to ensure domestic tranquility * to provide for the common defense * to promote the general welfare * to secure the blessings of liberty. • I can give examples of services the government provides. • I can analyze the importance of services to citizens. 	
--	---	---

<p><u>SS-05-1.1.1</u> Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</p>	<p><u>SS-05-1.1.1</u></p> <ul style="list-style-type: none"> • I can give examples of how a democratic government works. 	<ul style="list-style-type: none"> • Preamble • U.S. Constitution • Domestic Tranquility • Common Defense • General Welfare • Blessings of Liberty • U.S. Government Services • Armed Forces Citizens • Interstate Highways • National Parks
<p><u>SS-05-1.1.2</u> Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p>	<p><u>SS-05-1.1.2</u></p> <ul style="list-style-type: none"> • I can explain the importance of ... * the Declaration of Independence * the U.S. Constitution * the Bill of Rights • I can analyze why these documents are important to citizens today. 	<ul style="list-style-type: none"> • Democratic Government • Function • Marketing • Enacting • Enforcing Laws • Common Good
<p><u>SS-05-1.3.1</u> Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom)</p>	<p><u>SS-05-1.3.1</u></p> <ul style="list-style-type: none"> • I can identify the 3 branches of government. • I can explain the duties of the ... * executive 	<ul style="list-style-type: none"> • Principles of Democracy • Justice

<p>found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p>	<ul style="list-style-type: none"> * legislative * judicial <p>branches</p> <ul style="list-style-type: none"> • I can identify important members of the... <ul style="list-style-type: none"> * executive * legislative * judicial <p>branches</p>	<ul style="list-style-type: none"> • Equality • Responsibility • Freedom • Historical Documents • Declaration of Independence • U.S. Constitution • Bill of Rights
<p><u>SS-05-1.2.1</u></p> <p>Students will identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.</p>	<p><u>SS-05-1.2.1</u></p> <ul style="list-style-type: none"> • I can explain why the construction has shared powers across ... <ul style="list-style-type: none"> * local * state * federal 	<ul style="list-style-type: none"> • Executive • Enforce • Legislative • Judicial • Interpret • National • Federal • President • Vice-President • Congress • House, Senate • U.S. Senators • U.S. Representatives • U.S. Supreme Court • Judges
<p><u>SS-05-1.2.2</u></p> <p>Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative,</p>	<p><u>SS-05-1.2.2</u></p> <ul style="list-style-type: none"> • I can explain why the constitution has shared powers across the 3 branches of government. • I can explain why civil participation is important to a democracy. 	

judicial).

SS-05-1.3.2

Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.

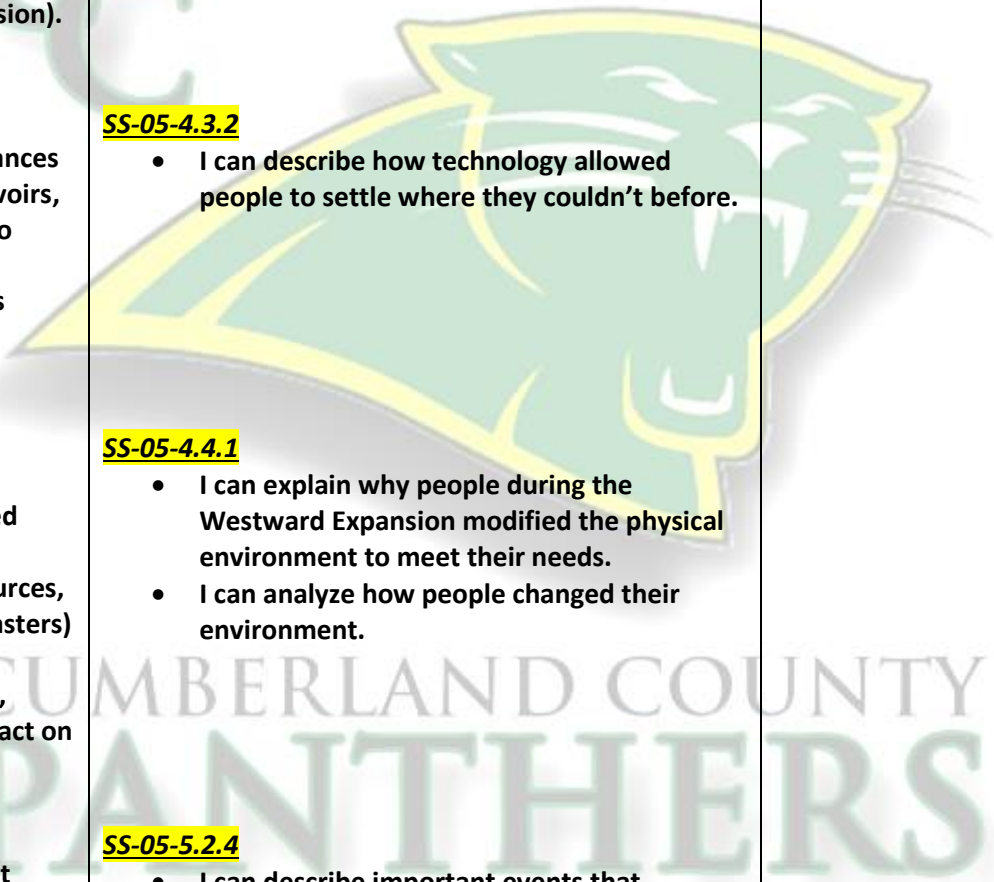
- Framers of the Constitution
- Government Powers
- Levels of Government- Local, State and Federal
- Rights
- Responsibilities
- Citizens
- Civic Engagement
- Democratic Society



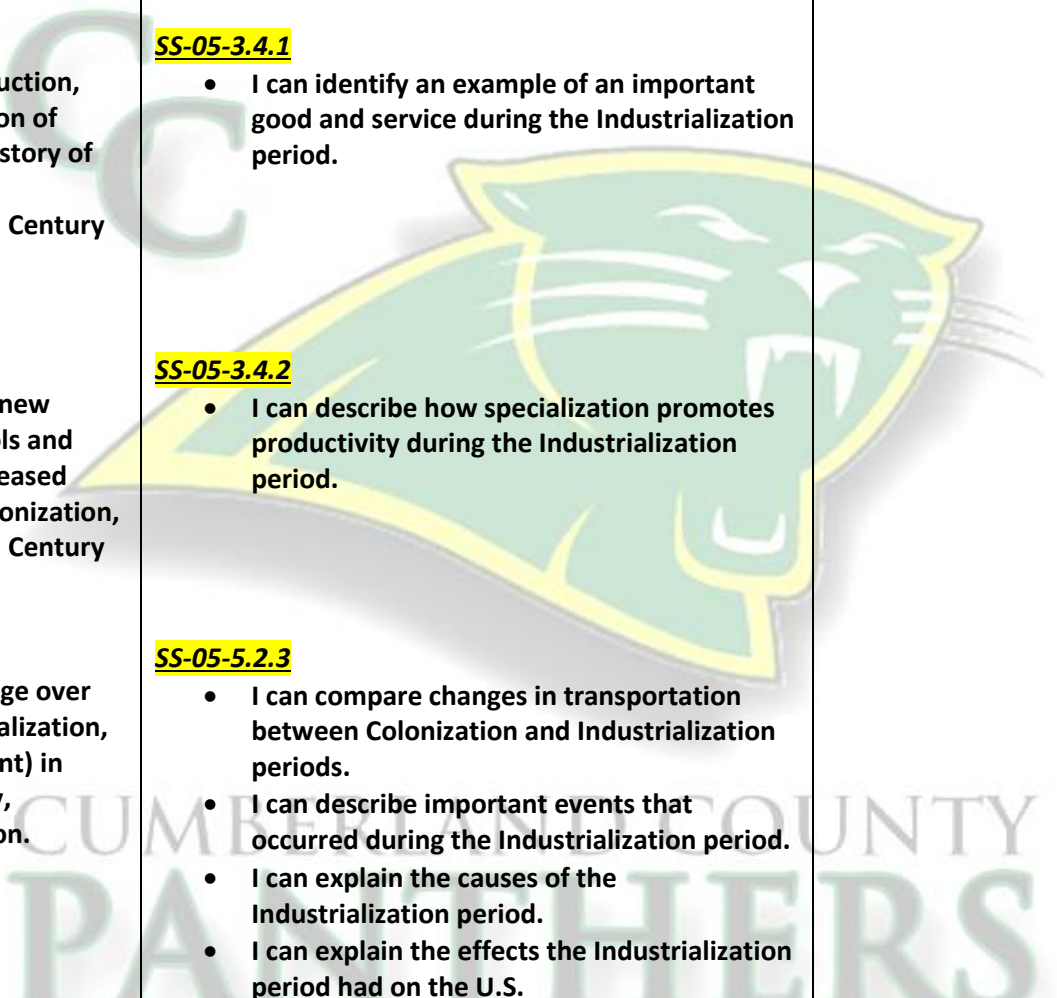
CUMBERLAND COUNTY
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County Elementary	Subject: Social Studies	Grade: 5 th Grade
Benchmark Assessment 3		
Instructional Timeline: Section 3 Weeks 19-31		
Topic(s): Westward Expansion, Civil War, industrial Revolution, Economics		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><u>SS-05-3.1.1</u> Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.</p> <p><u>SS-05-4.3.1</u> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p>	<p><u>SS-05-3.1.1</u></p> <ul style="list-style-type: none"> I can explain the problems scarcity caused during the Westward Expansion. <p><u>SS-05-4.3.1</u></p> <ul style="list-style-type: none"> I can explain why people migrated and settled in different regions of the U.S. I can explain how physical characteristics effected where people settled. 	<ul style="list-style-type: none"> Supply and Demand Production Consumption Distribution Scarcity Opportunity Cost

<p><u>05-4.4.2</u> Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p> <p><u>SS-05-4.3.2</u> Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States</p> <p><u>SS-05-4.4.1</u> Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</p> <p><u>SS-05-5.2.4</u> Students will describe significant historical events in each of the broad historical periods and eras in U.S.</p>	<p><u>05-4.4.2</u></p> <ul style="list-style-type: none"> • I can describe how the physical environment helped and hurt human activities during the Westward Expansion. <p><u>SS-05-4.3.2</u></p> <ul style="list-style-type: none"> • I can describe how technology allowed people to settle where they couldn't before. <p><u>SS-05-4.4.1</u></p> <ul style="list-style-type: none"> • I can explain why people during the Westward Expansion modified the physical environment to meet their needs. • I can analyze how people changed their environment. <p><u>SS-05-5.2.4</u></p> <ul style="list-style-type: none"> • I can describe important events that occurred during the Westward Expansion. • I can explain the causes of the Expansion. 	 <p>The logo for Cumberland County Panthers is a stylized green and yellow panther head. The panther is facing right, with its mouth open showing teeth. The background of the logo is a light green color with a yellow outline. The words 'CUMBERLAND COUNTY' and 'PANTHERS' are written in a large, light green, sans-serif font across the bottom of the logo.</p>
--	---	---

<p>history (Colonization and Settlement, Revolution and a New nation, Expansion and Conflict, Industrialization and Immigration, twentieth Century to Present) and explain cause and effect relationships.</p> <p><u>SS-05-2.3.1</u> Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</p> <p><u>SS-05-2.3.2</u> Students will give examples of conflicts between individuals or groups today and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication) to use.</p> <p><u>SS-05-3.3.1</u> Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century</p>	<ul style="list-style-type: none"> • I can explain the effects the Westward Expansion had on the U.S. <p><u>SS-05-2.3.1</u></p> <ul style="list-style-type: none"> • I can give examples of conflict between the Union and the Confederacy. <p><u>SS-05-2.3.2</u></p> <ul style="list-style-type: none"> • I can give examples of conflict resolution strategies between the Union and Confederacy. <p><u>SS-05-3.3.1</u></p> <ul style="list-style-type: none"> • I can compare a market in the North to a market in the South. 	<p>** Review previously taught vocabulary:</p> <ul style="list-style-type: none"> • Interactions • Compromise • Cooperation • Conflict • Diverse Groups • Culture <p>** Review previously taught vocabulary:</p> <ul style="list-style-type: none"> • Conflict/ resolution <p>** Review previously taught vocabulary:</p> <ul style="list-style-type: none"> • markets
---	---	--

<p>to Present) and explain similarities and differences.</p> <p><u>SS-05-3.4.1</u> Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p><u>SS-05-3.4.2</u> Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p><u>SS-05-5.2.3</u> Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.</p>	<p><u>SS-05-3.4.1</u></p> <ul style="list-style-type: none"> • I can identify an example of an important good and service during the Industrialization period. <p><u>SS-05-3.4.2</u></p> <ul style="list-style-type: none"> • I can describe how specialization promotes productivity during the Industrialization period. <p><u>SS-05-5.2.3</u></p> <ul style="list-style-type: none"> • I can compare changes in transportation between Colonization and Industrialization periods. • I can describe important events that occurred during the Industrialization period. • I can explain the causes of the Industrialization period. • I can explain the effects the Industrialization period had on the U.S. 	
---	--	---

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County Elementary	Subject: Social Studies	Grade: 5 th Grade
<i>Benchmark Assessment: none</i>		
Instructional Timeline: Weeks 32-36		
Topic(s): KY History/Geography, 20 th Century- Present, KPREP Review		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><u>SS-05-5.2.4</u> Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p> <p><u>SS-05-5.2.3</u> Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.</p> <p><u>SS-05-5.2.2</u> Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came</p>	<p><u>SS-05-5.2.4</u></p> <ul style="list-style-type: none"> I can describe significant historical events from Colonization to the 20th Century. <p><u>SS-05-5.2.3</u></p> <ul style="list-style-type: none"> I can compare change in communication, transportation and education over time. <p><u>SS-05-5.2.2</u></p> <ul style="list-style-type: none"> I can explain reasons immigrants came to America from Colonization to the 20th Century. 	

to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

Revisit Core Content Bullets from Kentucky History 4th grade.

Revisit I Can statements from Kentucky History 4th grade

Using results from PAS and benchmark data, students will be placed into stations/learning centers to achieve mastery of learning targets for SS.

Differentiated lessons will be assigned on Study Island according to benchmark data.

Library/AR books on SS content will be provided according to students' reading levels.

CUMBERLAND COUNTY
PANTHERS