

Unit Maps: Grade 5 Social Studies



Colonial America	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands the causes and effects of European colonization in the United States. The student will describe how history begins and ends in God and how history has a religious dimension. *				

Catholic Identity: Integration of Our Faith				
5.1A	exhibit an affinity for the common good and shared humanity *			
5.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *			
5.1C	describe how history is a way to learn about what God does for humanity *			
5.1D	explain how Catholic figures and saints impacted history *			

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
5.2A use valid primary and secondary sources				
5.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Reasons for Colonization				
5.3A explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain				
5.3A.1 explain the economic patterns and identify major industries of colonial America				
5.3A.2 explain the history of the Catholic Church, its cultural heritage and its impact on human events. *				

Representative Government and Its Growth				
5.3B identify and compare the systems of government of early European colonists, including representative government and monarchy				
5.3B.1 identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses				

Colonial Leaders				
5.3C describe the accomplishments of significant individuals during the colonial period				
5.3A.2 explain the history of the Catholic Church, its cultural heritage and its impact on human events. *				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
5.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
5.2D organize, create, and interpret information				
5.2E identify the historical context of an event				

Unit Maps: Grade 5 Social Studies



American Revolution	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands how conflict between the American colonies and Great Britain led to American independence.				

Catholic Identity: Integration of Our Faith				
5.1A	exhibit an affinity for the common good and shared humanity *			
5.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *			
5.1C	describe how history is a way to learn about what God does for humanity *			
5.1D	explain how Catholic figures and saints impacted history *			

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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		1	2	3
Causes of the American Revolution				
5.3D identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party				
5.3D.1 identify the Founding Fathers and Patriot heroes and their motivations and contributions during the revolutionary period				
5.3D.2 identify the key elements and the purposes and explain the importance of the Declaration of Independence				

Events and Effects of the American Revolution				
5.3E summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military				
5.3E.1 describe the origins and significance of national celebrations such as Independence Day				

Learning Process Standard (Ways to Show)	Unit	CHECKPOINT		
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5.2D organize, create, and interpret information				
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Unit Maps: Grade 5 Social Studies



Constitution and Government	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands the events that led to the creation of the U.S. Constitution and the government it established.				

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5.1A	exhibit an affinity for the common good and shared humanity *			
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5.1C	describe how history is a way to learn about what God does for humanity *			
5.1D	explain how Catholic figures and saints impacted history *			

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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Content	Unit	CHECKPOINT		
		1	2	3
Creation of the Constitution				
5.3F identify the issues that led to the creation of the U.S. Constitution				
5.3F.1 identify the contributions of individuals who helped create the U.S. Constitution				
5.3F.2 explain the purposes of the U.S. Constitution as identified in the Preamble				

Purpose and Principles of the Constitution				
5.3G identify and explain the basic functions of the three branches of government				
5.3G.1 explain the contributions of the Founding Fathers to the development of the national government				
5.3G.2 identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution				

Bill of Rights				
5.3H describe the rights guaranteed by each amendment in the Bill of Rights				

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5.2D organize, create, and interpret information				
5.2E identify the historical context of an event				

Unit Maps: Grade 5 Social Studies



Expanding the Nation	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.				

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5.1A	exhibit an affinity for the common good and shared humanity *			
5.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome *			
5.1C	describe how history is a way to learn about what God does for humanity *			
5.1D	explain how Catholic figures and saints impacted history *			

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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Content	Unit	CHECKPOINT		
		1	2	3
Founding of a New Nation and U.S. Territorial Expansion				
5.3I identify significant events and concepts associated with the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny				
5.3I.1 describe the causes and effects of the War of 1812				
5.3I.2 identify reasons people moved west				

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Unit Maps: Grade 5 Social Studies



The Civil War	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.				

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5.1C	describe how history is a way to learn about what God does for humanity *			
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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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Sectionalism, Civil War, and Reconstruction				
5.3J identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution				
5.3J.1 identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States				
5.3J.2 examine the human condition and the role and dignity of man in God's plan. *				

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Unit Maps: Grade 5 Social Studies



The United States in the 20 th Century	Unit	CHECKPOINT		
		1	2	3
5.3 History. The student understands important issues, events, and individuals in the United States during the 20th century				

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5.1C	describe how history is a way to learn about what God does for humanity *			
5.1D	explain how Catholic figures and saints impacted history			

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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5.2A use valid primary and secondary sources				
5.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Characteristics of the Free Enterprise System				
5.3K analyze various issues and events of the World Wars and the Great Depression of the 20th century.				

Industrialization and Innovation				
5.3L analyze various issues and events of the civil rights movement of the 20th century				
5.3L.1 identify the accomplishments of individuals and groups who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics				

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Unit Maps: Grade 5 Social Studies

Geography of the United States		Unit	CHECKPOINT		
			1	2	3
5.4	Geography and Culture . The student understands the concept of regions in the United States and understands how the geographic factors that influence where people live.				

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5.1C	describe how history is a way to learn about what God does for humanity *				
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Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
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			1	2	3
Regions and States					
5.4A	describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity				
5.4A.1	describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains				
5.4A.2	locate on a map important political features in the United States, including the 50 states and their capitals, regions (e.g. Southwest), and the ten largest urban areas				
5.4A.3	locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains				

Learning Process Standard (Ways to Show)		Unit	CHECKPOINT		
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5.2C	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
5.2D	organize, create, and interpret information				
5.2E	identify the historical context of an event				

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American Identity	Unit	CHECKPOINT		
		1	2	3
5.5 Government and Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student will examine how history can assist in the acquisition of values and virtues. *				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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America: Symbols, Landmarks, and Traditions				
5.5A explain various patriotic symbols				
5.5A.1 sing or recite "The Star-Spangled Banner" and explain its history				
5.5A.2 recite and explain the meaning of the Pledge of Allegiance to the United States Flag				
5.5A.3 describe the origins and significance of national holidays				
5.5A.4 explain the significance of important landmarks				

Citizenship: Rights and Responsibilities				
5.5B identify past and present leaders in the national government, including the president and various members of Congress				
5.5B.1 explain the duty individuals have to participate in civic affairs at the local, state, and national levels				
5.5B.2 explain how to contact elected and appointed leaders in local, state, and national governments				

Our Leaders				
5.5C summarize the contributions of people of various racial, ethnic, and religious groups				
5.5C.1 describe the customs and traditions of various racial, ethnic, and religious groups in the United States				
5.5C.2 identify the values that have informed particular societies and how they correlate with Catholic teaching. *				

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Industrialization and Innovation	Unit	CHECKPOINT		
		1	2	3
5.6 Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student explains how beliefs about God, humanity, and material things affect behavior. *				

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Technology and Economic Growth				
5.6A describe the impact of mass production, specialization, and division of labor on the economic growth of the United States				
5.6A.1 explain how industry and the mechanization of agriculture changed the American way of life				
5.6A.2 identify the accomplishments of notable individuals in the fields of science and technology				

Free Enterprise				
5.6B describe how the free enterprise system works in the United States				
5.6B.1 explain how supply and demand affects consumers in the United States				

Our Leaders				
5.5C summarize the contributions of people of various racial, ethnic, and religious groups				
5.5C.1 describe the customs and traditions of various racial, ethnic, and religious groups in the United States				

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5.2E identify the historical context of an event				