

Colonial America		Unit	CHECKPOINT		
			1	2	3
5.3	<b>History.</b> 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 Standards (Ways to Grow)					
5.1A	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

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
<b>Reasons for Colonization</b>					
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*				
5.3A.3	describe the accomplishments of significant individuals during the colonial period				

<b>Representative Government and Its Growth</b>					
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				

Learning Process Standards (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				

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

Catholic Identity Standards (Ways to Grow)					
5.1A	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
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5.2A	use valid primary and secondary sources				
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Content		Unit	CHECKPOINT		
			1	2	3
<b>Causes of the American Revolution</b>					
5.3C	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				
5.3C.1	identify the Founding Fathers and Patriot heroes and their motivations and contributions during the revolutionary period				
5.3C.2	identify the key elements and purposes of the Declaration of Independence and explain its importance				

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

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
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5.2D	organize, create, and interpret information				
5.2E	identify the historical context of an event				

Constitution and Government		Unit	CHECKPOINT		
			1	2	3
5.3	<b>History.</b> 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	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

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

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

<b>Bill of Rights</b>					
5.3G	describe the rights guaranteed by each amendment in the Bill of Rights				

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5.2E	identify the historical context of an event				

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

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5.1A	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

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

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

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

Catholic Identity Standards (Ways to Grow)					
5.1A	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.2A	use valid primary and secondary sources				
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Content		Unit	CHECKPOINT		
			1	2	3
<b>Sectionalism, Civil War, and Reconstruction</b>					
5.3I	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				
5.3I.1	identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States				
5.3I.2	examine the human condition and the role and dignity of man in God's plan*				

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

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

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5.1A	recognize that every human life is sacred because each person is created and loved by God*				
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*				
5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

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
<b>World Wars and the Great Depression</b>					
5.3J	analyze various issues and events of the world wars and the Great Depression of the 20th century				

<b>Civil Rights in the United States</b>					
5.3K	analyze various issues and events of the civil rights movement of the 20th century				
5.3K.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				

Learning Process Standards (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				

Geography of the United States		Unit	CHECKPOINT		
			1	2	3
5.4	<b>Geography and culture.</b> The student understands the concept of regions in the United States and the geographic factors that influence where people live.				

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5.1C	recognize and oppose unjust social structures and work toward justice for all*				
5.1D	see God at work in all things and as expressed in the sacraments*				
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

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
<b>Regions and States</b>					
5.4A	describe a variety of regions in the United States such as political and economic regions that result from patterns of human activity				
5.4A.1	describe regions in the United States, including their physical characteristics such as landforms, climate, and vegetation and their economic activities				
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				

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5.2E	identify the historical context of an event				

American Identity	Unit	CHECKPOINT		
		1	2	3
5.5 <b>Government and citizenship.</b> 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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5.1A	recognize that every human life is sacred because each person is created and loved by God*			
5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*			
5.1C	recognize and oppose unjust social structures and work toward justice for all*			
5.1D	see God at work in all things and as expressed in the sacraments*			
5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*			

Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
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5.2A	use valid primary and secondary sources				
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			1	2	3
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				

Leaders and Citizenship					
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				

Contributing to Our Nation					
5.5C	summarize the contributions of people from 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	<b>Economics.</b> 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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5.1D	see God at work in all things and as expressed in the sacraments*				
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Learning Process Standards (Tools to Know)		Unit	CHECKPOINT		
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Content		Unit	CHECKPOINT		
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<b>Technology and Economic Growth</b>					
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				

<b>Free Enterprise</b>					
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				

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5.2E	identify the historical context of an event				