

Catholic Identity Standards

5.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 5.0A recognize that every human life is sacred because each person is created and loved by God
- 5.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 5.0C recognize and oppose unjust social structures and work toward justice for all
- 5.0D see God at work in all things and as expressed in the sacraments
- 5.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Social Studies Skills

1.23 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

- 5.23A differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- 5.23B identify and ask questions about the credibility of different kinds of primary and secondary sources
- 5.23C analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- 5.23D organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 5.23E identify different points of view about an issue, topic, historical event, or current event
- 5.23F identify the historical context of an event
- 5.23G identify the central claim in a primary or secondary source
- 5.23H develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- 5.IS3* describe how reading history is a way to learn about what God does for humanity
- 5.IS12* examine how history can assist in the acquisition of values and virtues

Social Studies Skills

5.24 The student uses geographic tools to collect, analyze, and interpret data.

- 5.24A apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
- 5.24B interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

Social Studies Skills

5.25 The student communicates in written, oral, and visual forms.

- 5.25A use social studies terminology correctly
- 5.25B incorporate main and supporting ideas in verbal and written communication
- 5.25C express ideas orally based on research and experiences
- 5.25D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- 5.25A apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

Social Studies Skills

5.26 The student uses problem-solving and decision-making skills, working independently and with others.

- 5.26A use democratic procedures to simulate making decisions on school, local, or state issues
- 5.26B use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- 5.GS2* Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice
- 5.IS8* explain the human condition and the role and dignity of man in God's plan
- 5.DS3* Demonstrate respect and solicitude to individual differences among students in the classroom and school community
- 5.DS4* discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome

History

5.1 The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine.

- 5.1A 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
- 5.1B describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
- 5.IS11* identify the motivating values that have informed particular societies and how they correlate with Catholic teaching

History

5.2 The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States.

- 5.2A analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party
- 5.2B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George

- Washington, and their motivations and contributions during the revolutionary period
- 5.2C summarize the results of the American Revolution, including the establishment of the United States

History

5.3 The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established.

- 5.3A identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution

History

5.4 The student understands political, economic, and social changes that occurred in the United States during the 19th century.

- 5.4A describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing
- 5.4B identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
- 5.4C identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- 5.4D explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War
- 5.4E explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution
- 5.4F identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad

History

5.5 The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries.

- 5.5A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions
- 5.5B analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election
- 5.5C identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

Geography

5.6 The student understands places and regions in the United States.

- 5.6A describe political and economic regions in the United States that result from patterns of human activity
- 5.6B describe regions in the United States based on physical characteristics such as landform, climate, and vegetation
- 5.6C locate on a map important political features such as the five largest cities by population in the United States and the 50 states
- 5.6D create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains

Geography

5.7 The student understands the location and patterns of settlement and the geographic factors that influence where people live.

- 5.7A identify and describe the patterns of settlement such as rural, urban, and suburban
- 5.7B explain the geographic factors that influence patterns of settlement and the distribution of population in the United States
- 5.7C analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution

Geography

5.8 The student understands how people adapt to and modify their environment.

- 5.8A describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs
- 5.8B analyze the positive and negative consequences of human modification of the environment in the United States

Economics

5.9 The student understands the basic economic patterns of early societies in the United States.

- 5.9A explain the economic patterns of early European colonies
- 5.9B identify major industries of colonial America such as shipbuilding and growing of cash crops

Economics

5.10 The student understands the development, characteristics, and benefits of the free enterprise system in the United States.

- 5.10A identify the development of the free enterprise system in colonial America and the United States
- 5.10B describe how the free enterprise system works in the United States
- 5.10C give examples of the benefits of the free enterprise system in the United States

Economics

5.11 The student understands the impact of supply and demand on consumers and producers in a free enterprise system.

- 5.11A explain how supply and demand affects consumers in the United States
- 5.11B evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States

Economics

5.12 The student understands patterns of work and economic activities in the United States.

- 5.12A compare how people in different regions of the United States earn a living, past and present
- 5.12B identify and explain how geographic factors have influenced the location of economic activities in the United States
- 5.12C analyze the effects of immigration and migration on the economic development and growth of the United States
- 5.12D describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

Government

5.13 The student understands the organization of governments in colonial America.

- 5.13A compare the systems of government of early European colonists, including representative government and monarchy
- 5.13B identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses

Government

5.14 The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

- 5.14A explain the purposes, key elements, and the importance of the Declaration of Independence
- 5.14B explain the purposes of the U.S. Constitution as identified in the Preamble
- 5.14C explain the reasons for the creation of the Bill of Rights and its importance

Government

5.15 The student understands the framework of government created by the U.S. Constitution of 1787.

- 5.15A identify and explain the basic functions of the three branches of government
- 5.15B identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- 5.15C distinguish between national and state governments and compare their responsibilities in the U.S. federal system

Citizenship

5.16 The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity.

- 5.16A explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant
- 5.16B sing or recite "The Star-Spangled Banner" and explain its history
- 5.16C recite and explain the meaning of the Pledge of Allegiance to the United States Flag
- 5.16D explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore

Citizenship

5.17 The student understands the importance of individual participation in the democratic process at the local, state, and national levels.

- 5.17A explain why individuals have a duty to participate in civic affairs at the local, state, and national levels
- 5.17B explain how to contact elected and appointed leaders in local, state, and national governments
- 5.17C use voting as a method for group decision making

Citizenship

5.18 The student understands the importance of effective leadership in a constitutional republic.

- 5.18A identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
- 5.18B identify leadership qualities of national leaders, past and present

Citizenship

5.19 The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights.

- 5.19A describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

Culture

5.20 The student understands the relationship between the arts and the times during which they were created.

- 5.20A identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"
- 5.20B explain how examples of art, music, and literature reflect the times during which they were created

Culture

5.21 The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture.

5.GS3* Demonstrate an understanding of the cultural inheritance provided by the Church

5.21A describe customs and traditions of various racial, ethnic, and religious groups in the United States

5.21A summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

Science, Technology, and Society

5.22 The student understands the impact of science and technology on society in the United States.

5.22A identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong

5.22B identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program

5.22C explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States