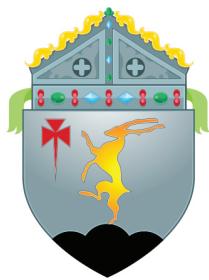


DIOCESE OF TUCSON
DEPARTMENT OF CATHOLIC SCHOOLS



Roman Catholic
Diocese of Tucson

SOCIAL STUDIES STANDARDS
GRADES K-5

June 2017

TABLE OF CONTENTS

Acknowledgements.....	3
Framework	4
Competency Skills	5
Progression Map	7
Kindergarten	8
Second Grade	11
Third Grade	13
Fourth Grade	15
Fifth Grade	17

ACKNOWLEDGEMENTS

The Diocese of Tucson Department of Catholic Schools wishes to express our gratitude to the Social Studies Standards Committee for its work in revising and updating the K-8 Social Studies Standards:

Tanya Bullard Lourdes Catholic School Nogales	Kresta Leal Saints Peter & Paul Catholic School Tucson
Frances Colunga Sacred Heart Catholic School Nogales	Nicole Pickett Immaculate Heart School Oro Valley
Jessica Heredia Sacred Heart Catholic School Nogales	Will Russell St. Augustine Catholic High School Tucson
Diane Kopf St. Anthony Catholic School Casa Grande	Amanda Sage Saints Peter & Paul Catholic School Tucson
Michelle Buhs Instructional Support Coordinator Department of Catholic Schools	

The Standards Committee recognizes with gratitude the following dioceses for sharing their social studies standards work which served as inspiration behind this Committee's revision of the Diocese of Tucson Social Studies Standards:

Diocese of Phoenix
Archdiocese of Cincinnati
Archdiocese of Portland
Interdiocesan Curriculum Committee, New York

FRAMEWORK

The goal of the Social Studies Standards Committee was to create a course of study that will prepare students to be 21st century citizens through gaining an understanding of how the actions of people throughout history have created and solved social, economic, and global problems, and developing the ability to think critically and logically. The standards are intended to provide the classroom teacher with identifiable and measurable objectives that are developmentally appropriate for each grade level. Teachers are encouraged to take an interdisciplinary approach in teaching social studies. Content can be integrated with other subject areas through lesson planning and unit development to provide a practical and applicable understanding of the social studies strands.

The themes of Catholic Social Teaching are embedded throughout the standards to emphasize the goal of global awareness as Catholics. These teachings are based on the belief that God's plan for creation is to build his kingdom of peace, love, and justice. Catholic Social Teaching touches on many aspects of students' lives, such as the family, caring for creation, rights of workers, serving the poor and vulnerable, and the dignity of the human person. Students will reflect on the realities of modern life in relation to these principles that are rooted in Gospel values.

Standards Coding: The Social Studies Standards in grades K-5 include four strands: History (H), Geography (G), Government (GOV), and Economics (E). Each standard is marked with the appropriate grade level, strand, and identifying standard within the strand.

Example: **5.G.3** translates to Grade **5**, Geography strand, standard **3**.

K-5 COMPETENCY SKILLS

There are six Competency Skills (CS): Investigation, Visual Data, Historical Americans and Traditions, Citizenship, Catholic Identity, and Current Events. These are skills that should be taught in the context of the Social Studies Standards, in a developmentally appropriate format at each grade level. It is recommended that teachers discuss the teaching of these skills in Professional Learning Communities (PLC's), with the goal of vertical alignment in the development of these skills. The General Competencies should be embedded in lesson planning, and unit development.

CS.1. Investigation	Use primary sources to research and study people and events of the past.		
CS.2 Visual Data	Study, develop, and interpret geographic and historic information using:		
	<ul style="list-style-type: none"> • Timelines • Maps (political, physical, climate, resource) <ul style="list-style-type: none"> ○ a. title ○ b. compass rose (cardinal and intermediate directions) ○ c. symbols ○ d. legend ○ e. scale ○ f. road map index ○ g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion) • Globes • Charts • Graphs 		
CS.2a	Use different types of maps to solve problems: (i.e. road maps-distance, resource maps-products, historical map-boundaries, thematic maps-climate.		
CS.3 Historical Americans and Events	Recognize the significance of American individuals and events, as they contributed to our nation's history including:		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Susan B. Anthony Jackie Robinson Rosa Parks Martin Luther King, Jr. Cesar Chavez Christopher Columbus Leif Ericson </td> <td style="width: 50%; vertical-align: top;"> John Glenn Neil Armstrong Sally Ride President's Day Veteran's Day Memorial Day 9/11 </td> </tr> </table>	Susan B. Anthony Jackie Robinson Rosa Parks Martin Luther King, Jr. Cesar Chavez Christopher Columbus Leif Ericson	John Glenn Neil Armstrong Sally Ride President's Day Veteran's Day Memorial Day 9/11
Susan B. Anthony Jackie Robinson Rosa Parks Martin Luther King, Jr. Cesar Chavez Christopher Columbus Leif Ericson	John Glenn Neil Armstrong Sally Ride President's Day Veteran's Day Memorial Day 9/11		
CS.4 Citizenship	Describe the rights and responsibilities of citizenship:		

	<ul style="list-style-type: none"> • Identify and discuss the possible consequences of violating rules and laws. • Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated. • Importance of participation and cooperation in a classroom and community • Responsibility of being involved in the democratic process (voting, civil and community service, volunteering)
CS.5 Catholic Identity	Describe the rights and responsibilities of individuals as God's creation.
	<ul style="list-style-type: none"> • Discuss the importance of and participate in community service as a response or call to live out our faith. • Identify ways students can have an impact on their local parish community.
CS.6 Current Events	Use information from written documents, oral presentations, media, and the internet to discuss current events. Include geographic knowledge and skills as they relate to current events.

K-5 PROGRESSION MAP FOR AMERICAN SYMBOLS & TRADITIONS

The Progression Map provides recognition indicators for each grade level of symbols and traditions that reflect our American heritage. These indicators should be taught in the context of the Social Studies Standards. They ensure that students develop an understanding of the importance and meaning of the signs and symbols that represent our country.

Kindergarten	<ul style="list-style-type: none"> • Identify and recognize the American Flag and the Statue of Liberty. • Recite the Pledge of Allegiance. • Identify the following people: <ul style="list-style-type: none"> a) Current President of the United States. b) George Washington c) Abraham Lincoln
1st Grade	<ul style="list-style-type: none"> • Identify and recognize: Bald Eagle, The White House, and The Washington Monument. • Identify and recognize the state flag of Arizona. • Know who the President of the United States is and his role.
2nd Grade	<ul style="list-style-type: none"> • Identify and recognize the Liberty Bell and the US Capitol. • Understand the meaning of the American Flag (what the stars and stripes mean). • Understand the meaning of the Pledge of Allegiance. • Learn the National Anthem and “America the Beautiful.” • Recognize local, church, state, and national leaders such as the mayor, governor, and president
3rd Grade	<ul style="list-style-type: none"> • Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
4th Grade	<ul style="list-style-type: none"> • Identify the governor of Arizona and their role. • Understand the meaning of Arizona state flag.
5th Grade	<ul style="list-style-type: none"> • Understand proper etiquette for care and handling of the American flag. • Recognize National Landmarks throughout the country. • Recognize the Seal of the United States.

Kindergarten

A Child's Place in the Family, Catholic Church, and Community

Students will begin to understand rules and the responsibilities of living and working together. They will develop an awareness of history, cultural heritage, and Catholic identity.

History

- K.H.1 Identify religious, family and cultural celebrations and traditions as a way of remembering and honoring people, events and heritage.
- K.H.2 Identify yesterday, today, tomorrow, the days of the week and months of the year.
- K.H.3 Introduce the interaction of Native Americans with the Pilgrims.
- K.H.4 Relate history to personal experiences (e.g., when I was little)
- K.H.5 Recognize that families have a history of past members, events, and customs (i.e., religion, Catholic Traditions).
- K.H.6 Develop an awareness and respect of different cultures.

Geography

- K.G.1 Recognize the differences and similarities of maps and globes.
- K.G.2 Identify land and water on maps, illustrations, images and globes.
- K.G.3 Construct simple maps and models of neighborhoods, incorporating such features as police and fire stations, airports, banks, hospitals, supermarkets, schools, homes, churches, etc.
- K.G.4 Use basic directions (relative location) such as up, down, left, right, near, far.
- K.G.5 Recite address: city, state, and phone number.
- K.G.6 Locate Arizona on a map of the United States.
- K.G.7 Explain how people can care for the environment and show respect for God's creation.

Government

- K.GOV.1 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
- K.GOV.2 Begin to recognize how voting can be used to make group decisions.
- K.GOV.3 Identify community helpers and authoritative figures at home, school, and community.

Economics

- K.E.1 Discuss differences between needs and wants.
- K.E.2 Discuss different types of jobs that people do.
- K.E.3 Match simple descriptions of work with the names of those jobs (including religious vocations).
- K.E.4 Give examples of work activities that people do at home.

First Grade

A Member of Families, Catholic Church, Communities, and the Country

First graders will build an understanding of their role as members of families, the Catholic church, communities, and countries by exploring history, culture, and geography.

History

- 1.H.1 Begin to identify famous people in American history.
- 1.H.2 Recognize that explorers (e.g. Columbus, Padre Kino and Spanish Missionaries) traveled to places that were new to them.
- 1.H.3 Commemorate American historical events (e.g., 9/11, Veteran’s Day, Columbus Day)
- 1.H.4 Identify different cultures through the study of holidays, customs, and traditions (e.g., Dia de Los Muertos, All Souls Day)
- 1.H.5 Distinguish events or stories as past, present, or future.
- 1.H.6 Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)
- 1.H.7 Recognize that settlement led to the development of farming techniques, government, art, architecture, and communication in North America.
- 1.H.8 Describe the interaction of Native Americans with the Spanish, the Pilgrims, and the Colonists.
- 1.H.9 Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).
- 1.H.10 Begin to recognize cultural backgrounds of families, their roles, and how families contribute to communities

Geography

- 1.G.1 Learn basic directions such as north, south, east, and west.
- 1.G.2 Recognize that maps and globes represent real places, symbols stand for real objects.
- 1.G.3 Construct a simple map using cardinal directions and map symbols.
- 1.G.4 Locate Arizona and the local community on a map of the United States.
- 1.G.5 Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation.
- 1.G.6 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
- 1.G.7 Study how we as Catholics are called to service within our community and to serve those who are in need in our community.

Government

- 1.GOV.1 Recognize the need for rules and laws in our community, home, school, and country
- 1.GOV.2 Identify examples of responsible citizenship in the school setting and in stories about the past and present.
- 1.GOV.3 Discuss the importance of students contributing to a community as Catholics (e.g., helping others, working together, cleaning up the playground).

Economics

- 1.E.1 Discuss the difference between basic needs and wants in everyday life and within our families.
- 1.E.2 Recognize that people need to make choices because of limited resources.
- 1.E.3 Recognize that some goods are made locally and some are made elsewhere.
- 1.E.4 Recognize that people are buyers and sellers of goods and services.
- 1.E.5 Describe how people earn a living in the community and the places they work.

Second Grade

Communities, Culture, and Citizenship

Second graders will develop an understanding of different types of Communities and the roles people play within the community. They will learn basic map skills and begin to study the history of America. The students will expand their knowledge of various cultures, and learn what it means to be a citizen.

History

- 2.H.1 Recognize Native-American cultures and civilizations and how they changed over time.
- 2.H.2 Recognize American colonists and Native American groups lived in the areas of the thirteen colonies that was ruled by England.
- 2.H.3 Recognize the colonists' dissatisfaction with England's rule as a key issue that led to the Revolutionary War. (Religious Freedom)
- 2.H.4 Recognize that the United States became an independent country as a result of the Revolutionary War.
- 2.H.5 Introduce the creation of the Constitution and Bill of Rights as the foundation of our government. (One Nation Under God)
- 2.H.6 Identify reasons for immigration to the United States.
- 2.H.7 Identify reasons why Americans moved West to territories or unclaimed land.
- 2.H.8 Discuss the experiences of the pioneers as they journeyed west to settle new lands (e.g., new forms of transportation, communication, etc.)
- 2.H.9 Discuss the effects of Westward Expansion on Native Americans. (Including the impact of the Spanish Missionaries)

Geography

- 2.G.1 Use the North and South Poles and Equator as reference points to locate the United States and other places on a map.
- 2.G.2 Introduce and discuss physical features/landforms (e.g., mountains, rivers, deserts, islands, plateaus, etc.).
- 2.G.3 Construct a map of a familiar place that includes a title, compass rose, symbols, and physical features.
- 2.G.4 Locate other countries or communities on a map or globe as they are studied in the social studies curriculum in other subject areas.
- 2.G.5 Differentiate between urban, suburban, and rural settings.
- 2.G.6 Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.
- 2.G.7 Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.
- 2.G.8 Recognize the connections between city, state, country, and continent.
- 2.G.9 Recognize ways of becoming good stewards of Earth's natural resources.

Government

- 2.GOV.1 Recognize that despite cultural differences, Americans share common principles, goals, customs and traditions.
- 2.GOV.2 Introduce the three branches of national government as represented by the President, Congress, and the Supreme Court.

- 2.GOV.3 Understand people vote to put leaders in office for a determined amount of time.
- 2.GOV.4 Recognize how Arizona and the other states combine to make a nation.
- 2.GOV.5 Explain the concept of a democracy.
- 2.GOV.6 Identify rules that help people work and live in society.
- 2.GOV.7 Identify traits of character: (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of community/democracy.

Economics

- 2.E.1 Determine how people make choices to spend their earnings on needs and wants.
- 2.E.2 Discuss how opportunity cost occurs when something must be given up.
- 2.E.3 Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).
- 2.E.4 Recognize that people trade for goods and services.
- 2.E.5 Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).
- 2.E.6 Recognize that some goods are made in the local community and some are made in other parts of the world.
- 2.E.7 Discuss how people can be both producers and consumers of goods and services.
- 2.E.8 Identify jobs that provide goods and services for communities.
- 2.E.9 Identify that jobs provide income for families.
- 2.E.10 Explore various professions, jobs, religious vocations, and volunteer services in communities.
- 2.E.11 Discuss costs and benefits of personal savings (including charitable contributions).

Third Grade

History Through People and Places

Third graders will examine and evaluate history through the influences that people and places have had over time, and develop and utilize map skills.

History

- 3.H.1 Identify reasons for forming of a community.
- 3.H.2 Recognize how natural resources impact the founding of communities.
- 3.H.3 Identify changes that take place within communities over time.
- 3.H.4 Recognize conflicts and resolutions within communities.
- 3.H.5 Identify communities of long ago and compare them to modern communities.
- 3.H.6 Discuss technological advances in transportation and communication that facilitated exploration of the New World and today.
- 3.H.7 Recognize that European countries explored the New World for economic and political reasons.
- 3.H.8 Introduce European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernando de Soto, Columbus, Magellan, Vasco da Gama, Balboa) and their discoveries in the New World.
- 3.H.9 Recognize the causes and issues for the Civil War (e.g., slavery, states' rights, South seceded from the Union).
- 3.H.10 Discuss contributions of people during the Civil War era (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Frederick Douglas).
- 3.H.11 Discuss reasons why people left their home country to start a new life in the United States (e.g., famine, political discord, religious persecution, economic opportunity).
- 3.H.12 Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.

Geography

- 3.G.1 Explain the purpose of physical and political maps.
- 3.G.2 Locate the Equator, Prime Meridian, Arctic Circle, Antarctic Circle, North and South Poles, and Northern and Southern Hemispheres on maps and globes.
- 3.G.3 Recognize characteristics of physical features and locate them using maps, illustrations, images, or globes (four oceans, seven continents, river, lake, bay, mountain, plateau, coast, desert, plain, valley, volcano, peninsula, island, etc.).
- 3.G.4 Recognize characteristics of human features and locate them using maps, illustrations, images, or globes (city, state, country, roads, railroads).
- 3.G.5 Construct a map that includes a title, compass rose, symbols, legend, a scale, physical and human features.
- 3.G.6 Identify the regions of the United States.
- 3.G.7 Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).
- 3.G.8 Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).
- 3.G.9 Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.

3.G.10 Describe economic features of a community that make it a distinctive place (landforms, climate, human and animal populations, and natural resources).

Government

3.GOV.1 Identify and explain the roles and responsibilities of the three branches of state and national government: a. Executive b. Legislative c. Judicial

3.GOV.2 Recognize the value of government within a community.

3.GOV.3 Recognize that there are different levels of government (e.g., school, local, tribal, county, state, national)

3.GOV.4 Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).

3.GOV.5 Identify character traits (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of community/democracy.

Economics

3.E.1 Define the terms bartering/trading and identify their value to the growth of a community.

3.E.2 Identify the production of goods in various communities.

3.E.3 Identify how scarcity requires people to make choices due to their unlimited wants and needs.

3.E.4 Identify opportunity costs in personal decision-making situations.

3.E.5 Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.

3.E.6 Discuss different ways individuals can earn money.

3.E.7 Discuss costs and benefits of personal spending and saving choices (including charitable contributions).

Fourth Grade

Arizona and Regions of the United States

The state of Arizona is the focus for grade four including its geography, history, government, and economy. Students also identify the geography and characteristics of U.S. regions.

History

- 4.H.1 Explain the history of the regions of the U.S.
- 4.H.2 Determine the impact that various nationalities have had on the U.S.
- 4.H.3 Understand and value different ethnicities and cultures.
- 4.H.4 Describe the political and economic reasons (e.g., trade routes, gold) for Spanish, English, French, and Portuguese explorations of the Americas.
- 4.H.5 Formulate Christian attitudes toward conflict resolution.

Arizona History

- 4.AH.1 Describe the legacy and cultures of prehistoric people in Arizona (Mogollon, Ancestral Puebloans (Anasazi), and Hohokam)
- 4.AH.2 Identify other groups (e.g. Patayan, Sinagua, Salado) residing in the Southwest during this period.
- 4.AH.3 Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States. (Cabeza de Vaca, Estevan, Fray Marcos de Niza, Francisco Vásques de Coronado, and Cardenza).
- 4.AH.4 Describe the impact of Spanish colonization on the Southwest (missions, Father Kino).
- 4.AH.5 Describe the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Yaquis, Navajo, Hopi) during the Spanish period to present day.
- 4.AH.6 Analyze and list the reasons for the influence of early American explorers in AZ.
- 4.AH.7 Introduce the Mexican War and its effects on AZ.
- 4.AH.8 Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.
- 4.AH.9 Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.
- 4.AH.10 Describe events that led to Arizona becoming a possession of the United States:
 - a. Mexican – American War
 - b. Mexican Cession (Treaty of Guadalupe Hidalgo)
 - c. Gadsden Purchase
- 4.AH.11 Describe the conflict of cultures that occurred between settlers and Arizona Native Americans:
 - a. Indian Wars
 - b. Navajo Long Walk
 - c. Arizona becomes a territory
- 4.AH.12 Describe the impact of Native Americans, Hispanics, and settlers on the culture of Arizona (e.g., art, language, architecture, mining, ranching).
- 4.AH.13 Describe events in Arizona during the Civil War:
 - a. Battle of Picacho Peak
 - b. Battle of Apache Pass
 - c. Arizona becomes a territory
- 4.AH.14 Describe the economic development of Arizona: a. mining b. ranching c. farming and dams/irrigation d. tourism
- 4.AH.15 Describe the impact of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.
- 4.AH.16 Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise, Jack Swilling) related to Arizona's territorial days and early statehood.

- 4.AH.17 Describe Arizona's transition from territory to statehood:
 - a. locations of state capital
 - b. founding people.
- 4.AH.18 Recognize that Arizona changed from a territory to a state on February 14, 1912.
- 4.AH.19 Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).
- 4.AH.20 Define reservations and analyze reasons for existence of reservations in Arizona.
- 4.AH.21 Describe the impact of World War II on Arizona and its inhabitants (e.g., economic boost, military bases, Native American, Navajo code talkers, and Hispanic contributions, POW camps, relocation of Japanese Americans; e.g., limited goods, women worked in factories, increased factories, increased patriotism).
- 4.AH.22 Describe changes in Arizona (e.g., population growth, economic growth, cultural diversity, civil rights) that have taken place since World War II.
- 4.AH.23 Describe the influence of key individuals in Arizona (e.g. Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, Cesar Chavez, Morris Udall, and Richard Carmona).
- 4.AH.24 Recognize the Catholic influence on Arizona history.

Arizona Government

- 4.AGOV.1 Identify and explain the functions of each branch of Arizona's state government (recognize tribal governance).
- 4.AGOV.2. Analyze and understand the importance of Arizona symbols (e.g., seal, flag, the "5 C's", [cotton, climate, cattle, copper, and citrus]).
- 4.AGOV.3 Identify the rights and freedoms supported by the following documents:
 - a. Preamble of the U.S. Constitution
 - b. Bill of Rights
 - c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self-evident...).
- 4.AGOV.4 Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of community/democracy.

Geography

- 4.G.1. Explain how climate, physical features and resources contributed to the settlement, economic activity, and movement within each geographic region of the United States.
- 4.G.2 Name and locate states, their capitals, and abbreviations.

Arizona Geography

- 4.AG.1 Use maps to locate major physical and human features of Arizona including: Grand Canyon, Mogollon Rim, Colorado River, Gila River, and Salt River, bordering states, past/present capitals of Arizona, other major cities in Arizona.
- 4.AG.2 Locate, identify, and compare the regions of Arizona (plateau, mountain, and desert) including physical features and characteristics.
- 4.AG.3 Locate Arizona counties in which major cities are located.

Economics

- 4.E.1 Introduce the law of supply and demand.
- 4.E.2 Identify how natural resources affect the growth of different regions.
- 4.E.3 Understand how regions are dependent on each other economically.
- 4.E.4 Describe why state and local governments collect taxes. (e.g., schools, fire, police, libraries).
- 4.E.5 Introduce profit as an incentive to entrepreneurs.

Fifth Grade

Early American Peoples through the Revolutionary War

Fifth grade students will establish an understanding of Early American peoples through the Revolutionary War, with a focus on the development of the United States, its government, people and geography emphasizing the relationship of our Catholic identity and social justice to the formation of our country.

History

- 5.H.1 Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.
- 5.H.2 Describe the impact of European explorers' encounters with the Aztec and Inca.
- 5.H.3 Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.
- 5.H.4 Describe the geography, cultures, and economics of the southern, middle Atlantic, and New England colonies.
- 5.H.5 Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.
- 5.H.6 Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.
- 5.H.7 Examine and describe the role of the Catholic Church in colonial America.
- 5.H.8 Explain the significance of the following events leading to the American revolution:
- a. French and Indian War
 - b. Proclamation of 1763
 - c. Tea Act
 - d. Stamp Act
 - e. Boston Massacre
 - f. Intolerable Acts
- 5.H.9 Explain the rationale and characteristics of rebellion.
- 5.H.10 Identify the impact of the following individuals on the Revolutionary War:
- a. Benjamin Franklin
 - b. Thomas Jefferson
 - c. George Washington
 - d. Patrick Henry
 - e. Thomas Paine
 - f. King George III
 - g. James Armistead
- 5.H.11 Describe how one nation evolved from thirteen colonies through the following events:
- a. Constitutional Convention
 - b. George Washington's presidency
 - c. creation of political parties
- 5.H.12 Compare and contrast the causes and outcomes of the American Revolution to other revolutions around the world.
- 5.H.13 Describe the role of Catholic missionaries in the Americas.
- 5.H.14 Identify how various groups (Native Americans, colonists, missionaries, etc.) cared for God's creation.

Geography

- 5.G.1 Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.
- 5.G.2 Analyze the effects (e.g., economic, cultural, environmental, political) of human migration on places.
- 5.G.3 Analyze the ways European colonists and Native Americans viewed, adapted, and used the environment.

- 5.G.4 Analyze how geographic features influenced events in the past in the original Thirteen Colonies, the Great Plains, the Pacific Northwest, the South and the West.

Government

- 5.GOV.1 Identify the significance of the following government documents (e.g., Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, Bill of Rights).
- 5.GOV.2 Identify reasons for the creation of governments, such as protecting life and property, and providing necessary services that individuals alone cannot provide.
- 5.GOV.3 Explain the basic functioning of a democratic system of government.
- 5.GOV.4 Recognize the contributions and roles of the following key individuals in creating the American government.
- a. John Adams
 - b. Benjamin Franklin
 - c. Alexander Hamilton
 - d. Thomas Jefferson
 - e. George Washington
- 5.GOV.5 Describe the role of town meetings and representative assemblies in colonial government.
- 5.GOV.6 Analyze the three branches of government and their functions involving checks and balances.
- 5.GOV.7 Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of Constitutional democracy in the United States.
- 5.GOV.8 Analyze the leadership skills (noticing the needs of others, standing on the side of truth, etc.) of historical figures.
- 5.GOV.9 Describe the Catholic Church's role in promoting social justice (e. g. education, option for the poor and vulnerable, human rights).

Economics

- 5.E.1 Describe the opportunity costs associated with expeditions to the New World (e.g., separation from family, indentured service).
- 5.E.2 Describe how specialization (e.g., division of labor) improved standards of living for early American civilizations, in the three colonial regions.
- 5.E.3 Identify how free market exchange helps both buyers and sellers as in colonial trade in North America.
- 5.E.4 Interpret how trade promoted economic growth in early American history.
- 5.E.5 Explain how price incentives affect people's' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.
- 5.E.6 Describe how competition, markets, and prices influence people's' behavior.
- 5.E.7 Identify how people earn income by selling their labor to businesses or governments.
- 5.E.8 Describe ways in which entrepreneurs take risks to develop new goods and services.
- 5.E.9 Describe the function of private business in producing goods and services
- 5.E.10 Understand the function of banks in providing checking accounts, savings accounts, and loans.
- 5.E.11 Explain the function of government in providing certain goods and services through taxation.
- 5.E.12 Explain how the following are used to purchase goods and services:
- a. cash
 - b. check
 - c. money order
 - d. debit card
 - e. credit card

