**USD #312 Standards for History, Government and Social Studies**

***CHECKLIST*:** ***Fifth Grade – A New Nation***

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| **Standard** | **Dates Taught** | **Notes** |
| **Societies of North America: Lands and People: Ancient-1400s** |
| **5-LP-1:** Consider the diversity of the various American Indian antions in what is today the United States and their unique experiences before European exploration. |  |  |  |  |  |
| **5-LP-2:** Include their locations, populations, and cultural identities. |  |  |  |  |  |
| **5-LP-3:** Analyze the impact of these nations on American society. |  |  |  |  |  |
| **Ideas:**  migration |  |  |  |  |  |
| civilizations |  |  |  |  |  |
| shelter |  |  |  |  |  |
| culture |  |  |  |  |  |
| cultural groups |  |  |  |  |  |
| beliefs |  |  |  |  |  |
| archaeology |  |  |  |  |  |
| pre-Columbian societies of North America |  |  |  |  |  |
| **People/Roles:** Chinook |  |  |  |  |  |
| Anasazi/Pueblo |  |  |  |  |  |
| Mississippian (Mound Builders) |  |  |  |  |  |
| Iroquois League |  |  |  |  |  |
| Sioux |  |  |  |  |  |
| hunter-gatherers |  |  |  |  |  |
| early farmers |  |  |  |  |  |
|  **Places/Institutions**  |  |  |  |  |  |
| North America |  |  |  |  |  |
| Mississippi River Valley |  |  |  |  |  |
| Great Plains |  |  |  |  |  |
| Rocky Mountains |  |  |  |  |  |
| Woodland |  |  |  |  |  |
| Northwest coast |  |  |  |  |  |
| Southeast |  |  |  |  |  |
| **Events**: origin stories |  |  |  |  |  |

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| **Exploration and Conflict: 1000s – 1600s** |
| **5-EC-1:** Concentrate on the causes and conflict associated with the exploration and settlement of North America. |  |  |  |  |  |
| **5-EC-2:** Analyze the competing interests of European nations and their American Indian counterparts. |  |  |  |  |  |
| **Ideas:**  technology  |  |  |  |  |  |
| exploration |  |  |  |  |  |
| European search for wealthand resources |  |  |  |  |  |
| trade |  |  |  |  |  |
| Imperialism |  |  |  |  |  |
| conflict |  |  |  |  |  |
| conquest |  |  |  |  |  |
| exploitation |  |  |  |  |  |
| Northwest Passage |  |  |  |  |  |
| Columbian Exchange |  |  |  |  |  |
| spread of Christianity |  |  |  |  |  |
| **People/Roles:** Henry Hudson |  |  |  |  |  |
| Christopher Columbus |  |  |  |  |  |
| Hernando de Soto |  |  |  |  |  |
| Leif Eriksson |  |  |  |  |  |
| Francisco Coronado |  |  |  |  |  |
| conquistadors |  |  |  |  |  |
| Alvar Nunez Cabeza deVaca and Estevanico |  |  |  |  |  |
| Juan Ponce de Leon |  |  |  |  |  |
| **Places/Institutions:** Spain |  |  |  |  |  |
| France |  |  |  |  |  |
| Netherlands |  |  |  |  |  |
| North America |  |  |  |  |  |
| Mississippi River |  |  |  |  |  |
| Spanish North America |  |  |  |  |  |
| **Events:** charters |  |  |  |  |  |
| Spanish Mission system |  |  |  |  |  |
| Spanish introduction of the horse |  |  |  |  |  |
| Establishment of St. Augustine |  |  |  |  |  |
| Importation of slaves |  |  |  |  |  |
| Establishment of Jamestown |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Colonization: 1600s – 1760s (1)** |
| **5-C-1:** Focus on the establishment, growth, and distinctive qualities of the various colonies. |  |  |  |  |  |
| **5-C-2:** Focus on marked regional, political, social, and economic differences between the New England, Middle, and South colonies. |  |  |  |  |  |
| **5-C-3:** Examine how these differences shaped the individuality of these colonies. |  |  |  |  |  |
| **Ideas:** wealth and resources |  |  |  |  |  |
| Indentured and involuntary servitude/slavery |  |  |  |  |  |
| trade |  |  |  |  |  |
| religious freedom |  |  |  |  |  |
| governing |  |  |  |  |  |
| salutary neglect |  |  |  |  |  |
| social and gender issues |  |  |  |  |  |
| aristocracy |  |  |  |  |  |
|  **People/Roles:** Pilgrims |  |  |  |  |  |
| Sir Walter Raleigh |  |  |  |  |  |
| Roger Williams |  |  |  |  |  |
| King George III |  |  |  |  |  |
| Anne Hutchinson |  |  |  |  |  |
| Puritans |  |  |  |  |  |
| Quakers |  |  |  |  |  |
| Peter Stuyvesant |  |  |  |  |  |
| William Penn |  |  |  |  |  |
|  **Places/Institutions:**  |  |  |  |  |  |
| Thirteen original colonies |  |  |  |  |  |
| Atlantic Ocean |  |  |  |  |  |
| New England colonies |  |  |  |  |  |
| Middle colonies |  |  |  |  |  |
| Southern colonies |  |  |  |  |  |
| West Africa |  |  |  |  |  |
| Great Britain |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Colonization: 1600s – 1760s (2)** |
| **Events:** charter |  |  |  |  |  |
| Development of agriculturalbased economy |  |  |  |  |  |
| Slavery |  |  |  |  |  |
| Mayflower Compact |  |  |  |  |  |
| English Bill of Rights |  |  |  |  |  |
| Triangular Trade Route |  |  |  |  |  |
| Great Awakening |  |  |  |  |  |
| Middle Passage |  |  |  |  |  |
| Charter system |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **The Road to Independence: 1750s – 1770s** |
| **5-RI-1:** Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. |  |  |  |  |  |
| **5-RI-2:** Geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary ideas |  |  |  |  |  |
| **5-RI-3:** Conflicts abounded in this period from within and without. |  |  |  |  |  |
| **5-RI-4:** Examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution. |  |  |  |  |  |
| **Ideas:** independence  |  |  |  |  |  |
| taxation without representation |  |  |  |  |  |
| alliance |  |  |  |  |  |
| natural rights |  |  |  |  |  |
| Enlightenment |  |  |  |  |  |
| monarchy |  |  |  |  |  |
|  **People/Roles:** Pontiac   |  |  |  |  |  |
| King George III |  |  |  |  |  |
| Founding Fathers |  |  |  |  |  |
| Patrick Henry |  |  |  |  |  |
| Samuel Adams |  |  |  |  |  |
| **Places/Institutions:** Boston |  |  |  |  |  |
| New York |  |  |  |  |  |
| Philadelphia |  |  |  |  |  |
| Canada |  |  |  |  |  |
| Atlantic Ocean |  |  |  |  |  |
| **Events:** Boston Tea Party |  |  |  |  |  |
| Boston Massacre |  |  |  |  |  |
| Stamp Act |  |  |  |  |  |
| Sugar Act |  |  |  |  |  |
| Townshed Acts |  |  |  |  |  |
| Intolerable Acts |  |  |  |  |  |
| French and Indian War |  |  |  |  |  |
| Enlightenment |  |  |  |  |  |
| Proclamation of 1763 |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Building a New Nation: 1770s – 1790s** |
|  |  |  |  |  |  |
| **Ideas:** individual rights |  |  |  |  |  |
| limited government |  |  |  |  |  |
| separation of powers |  |  |  |  |  |
| checks and balances |  |  |  |  |  |
| federalism |  |  |  |  |  |
| slavery |  |  |  |  |  |
| suffrage |  |  |  |  |  |
| religious freedom |  |  |  |  |  |
| states’ rights |  |  |  |  |  |
|  **People/Roles:** Federalists |  |  |  |  |  |
| Founding Fathers |  |  |  |  |  |
| Anti-Federalists |  |  |  |  |  |
| president |  |  |  |  |  |
| representative |  |  |  |  |  |
| senator |  |  |  |  |  |
| judge |  |  |  |  |  |
| George Washington’s administration |  |  |  |  |  |
| Elizabeth Freeman |  |  |  |  |  |
| Phillis Wheatley |  |  |  |  |  |
|  **Places/Institutions:**   |  |  |  |  |  |
| Philadelphia |  |  |  |  |  |
| Northwest Territory |  |  |  |  |  |
| Kentucky |  |  |  |  |  |
| District of Columbia |  |  |  |  |  |
|  **Events:**  |  |  |  |  |  |
| Articles of Confederation |  |  |  |  |  |
| Constitutional Convention |  |  |  |  |  |
| Constitution |  |  |  |  |  |
| Bill of Rights |  |  |  |  |  |
| Shays’ Rebellion |  |  |  |  |  |
| Great Compromise |  |  |  |  |  |
| Three-Fifths Compromise |  |  |  |  |  |