



HARFORD COUNTY
PUBLIC SCHOOLS

Inspire • Prepare • Achieve

Social Studies Grade 5

The HCPS Office of Social Studies will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.

Course Overview

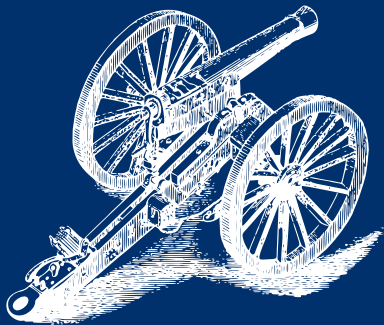
This course will focus on the development of the United States from the Constitutional Convention through the modern life of Americans. Students will evaluate how conflict and compromise have shaped our nation and the ways different groups and individuals have championed themselves and others. Through the study of history, geography, economics, and civics, students learn to interact with and contribute to the world in which they live. Learning how to evaluate sources of information, craft arguments based on evidence, and take informed action helps students develop their civic identity and voice. This course is the second half of a two-year study of US History, the first half of which students completed in Grade 4.

Development of American Government (1780-1789)

This unit serves as a bridge from Social Studies 4, which left off with the events that led to the American Revolution and the formation of a new government. Students will analyze the conflicts and compromises that led to the living document of the U.S. Constitution as a response to the lived experiences of Americans under British rule and the failed Articles of Confederation.



Challenges of a New & Expanding Nation (1800-1900)



In Unit 2, students will study circumstances and conflicts that led to the American Civil War and the results of those events. Additionally, students will evaluate the interrelated impact of urbanization, industrialization, and immigration in the 19th century.

Information & Economics (1900-today)

This unit focuses on the evolving concepts of information and economics and how those things impact the way it means to be living and learning in the "land of the free." Students will evaluate the evolution of the concept of freedom of information, including the evolution of the 1st Amendment and the role of the media. Additionally, students will engage in an historical study of the Great Depression and pair it with participation in the Stock Market Game to understand savings and investing.



Challenges of American Political & Civic Life (1900-today)



Unit 4 is a culmination of all the skills students have learned throughout their time in Elementary Social Studies, employed through the content lens of evolving definitions of rights and citizenship and a study of the ways government and individuals have sought to respond to a changing world. Students will engage in a civics project in which they taken informed action to make a difference on a topic of their choosing.

Every student **CAN** see themselves
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Unit 1: Development of American Government (1780-1789)

This unit serves as a bridge from Social Studies 4, which left off with the events that led to the American Revolution and the formation of a new government. Students will analyze the conflicts and compromises that led to the living document of the U.S. Constitution as a response to the lived experiences of Americans under British rule and the failed Articles of Confederation.

Enduring Understanding:

- The Constitution establishes the rules, virtues, and organization of the United States government.

Essential Question:

- Why do we limit the power of government?

Acquisition:

- Students will know:
 - how and why power is distributed in the United States Constitution by:
 - analyzing the structure and functions of government and specific state government functions, using Maryland as an example
 - critically evaluating historical compromises and their impacts and historical perspectives on citizenship
 - recognizing the distribution of powers across different government levels
 - assessing historical context for government reforms.
 - differentiating roles and responsibilities within federal, state, and local governments
 - how the Bill of Rights protects citizens of the United States by:
 - understanding foundational aspects of the Bill of Rights and the U.S. Constitution.
 - exploring the emergence of federalists and anti-federalist perspectives

Experience 1: Conflicts and Compromises at the Constitutional Convention

- Essential Question:
 - How and why is power distributed in the United States Constitution?
- Main Ideas/Focus Questions:
 - How did the disagreements among the states and federal government under the Articles of Confederation lead to people wanting to reform the government?
 - What are the promises set forth in the Preamble?
 - What are the critiques of the Great Compromise and the Three-Fifths Compromise?
 - What are the scope of powers within the branches and the levels of government?
 - What are the principles of separation of powers and checks and balances?
 - What are the powers and responsibilities of government on the federal, state, and local levels?
 - How did perspectives and decisions at the Constitutional Convention limit the definition of citizenship?
 - What are the roles and powers between the executive, legislative, and judicial branches of the Maryland state government?

Experience 2: Bill of Rights

Essential Question:

- How does the Bill of Rights protect citizens of the United States?
- Main Ideas/Focus Questions:
 - How did individuals with varying interests contribute to the emergence of the federalists and antifederalists perspectives?
 - How did Maryland's Declaration of Rights influence the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer?
 - What is the purpose and importance of the first ten Amendments of the United States Constitution?
 - How are the amendments exercised in contemporary times in Maryland and the nation?

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Unit 2: Challenges of a New and Expanding Nation (1800-1900)

In Unit 2, students will study circumstances and conflicts that led to the American Civil War and the results of those events. Additionally, students will evaluate the interrelated impact of urbanization, industrialization, and immigration in the 19th century.

Enduring Understanding:

- The Civil War demonstrated that the Constitution is a living document.

Essential Question:

- How did the Civil War challenge and change the Constitution?

Acquisition:

- Students will know:
 - how conflicts over slavery resulted in the Civil War by:
 - contrasting the role of slavery in the North and South and how it defined their distinct and interdependent economies and culture
 - analyzing Maryland's unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict.
 - comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement
 - evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery
 - how the conclusion of the Civil War affected the United States and Maryland by:
 - explaining the economic, political, and social impact of the war in the North, the South, and in Maryland
 - analyzing the 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans
 - evaluating the Freedmen's Bureau
 - comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900
 - if the benefits of post-Civil War industrialization outweigh the costs by:
 - evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders
 - identifying changes in immigration and settlement patterns in Maryland
 - assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore

Experience 1: Conflicts Over Slavery and the Civil War

- Essential Question:
 - How did conflicts over slavery result in the Civil War?
- Main Ideas/Focus Question:
 - How did the role of slavery in the North and South define their distinct and interdependent economies and cultures?
 - How did Maryland's unique role as a hub for industry and transportation contribute to national growth and sectional conflict?
 - What were the forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement?
 - How did the Supreme Court, federal law, and individual action increase the conflict over slavery?
 - How did Maryland's status as a border state create conflict in Maryland?

Experience 2: Aftermath of the Civil War

Essential Question:

- How did the conclusion of the Civil War affect the United States (North and South) and Maryland?
- Main Ideas/Focus Questions:
 - What was the economic, political, and social impact of the war in the North, the South, and in Maryland?
 - What are the 13th, 14th, and 15th Amendments and how did Jim Crow and state voting regulations limit the citizenship granted to African Americans?
 - What were the success and failures of the Freedmen's Bureau?
 - How were the founding missions of the four historically black colleges and universities formed in Maryland between 1865-1900 similar?

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Experience 3: Urbanization, Industrialization, and Immigration

- Essential Question:
 - Do the benefits of post-Civil War industrialization outweigh the costs?
- Main Ideas/Focus Questions:
 - How did the emergence of new industries, technologies, and manufacturing processes impact the standard of living and daily life for Marylanders?
 - How did immigration and settlement patterns change in Maryland?
 - How did mass urbanization lead to reforms that improved the quality of life for the citizens of Baltimore?

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Unit 3: The Challenges of Information and Economics (1900-today)

This unit focuses on the evolving concepts of information and economics and how those things impact the way it means to be living and learning in the "land of the free." Students will evaluate the evolution of the concept of freedom of information, including the evolution of the 1st Amendment and the role of the media. Additionally, students will engage in an historical study of the Great Depression and pair it with participation in the Stock Market Game to understand savings and investing.

Enduring Understanding:

- Americans continue to contest, uphold, and redefine freedom, citizenship, and rights.

Essential Question:

- What does it mean to be living and learning in "the land of the free"?

Acquisition:

- Students will know:
 - what it means to have an informed citizenry by:
 - analyzing court cases to assess how free speech has changed for students over time
 - analyzing examples of the media upholding a free and democratic society
 - using critical media literacy and online civic reasoning skills to determine if news stories are real or fake
 - what it means to be an economically responsible citizen by:
 - exploring the stock market
 - roleplaying to understand the impacts of economic decisions
 - exploring the New Deal programs and discussing their importance during the Great Depression
 - analyzing data on the cost of living in different cities to see the importance of using data when making economic decisions

Experience 1: Freedom of Information

- Essential Question:
 - What does it mean to have an informed citizenry?
- Main Ideas/Focus Questions:
 - What are some examples of the media upholding a free and democratic society?
 - How have interpretations of First Amendment rights to speech and press have changed over time?
 - What critical media literacy and online civic reasoning skills are needed to be an informed citizen in the 21st century?

Experience 2: Saving and Investing

Essential Question:

- What does it mean to be an economically responsible citizen?
- Main Ideas/Focus Questions:
 - What is the stock market?
 - How do economic decisions lead to success and failure?
 - How can data be used to make sound economic decisions?

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Unit 4: The Challenges of American Political and Civic Life (1900-today)

Unit 4 is a culmination of all the skills students have learned throughout their time in Elementary Social Studies, employed through the content lens of evolving definitions of rights and citizenship and a study of the ways government and individuals have sought to respond to a changing world. Students will engage in a civics project in which they taken informed action to make a difference on a topic of their choosing.

Enduring Understanding:

- Americans continue to contest, uphold, and redefine freedom, citizenship, and rights.

Essential Question:

- What does it mean to be living and learning in "the land of the free"?

Acquisition:

- Students will know:
 - how the government has evolved to expand the meaning of "We the People" by:
 - unpacking the importance of civil rights to life in the United States
 - analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people
 - judging how federal law, Constitutional amendments, and the Supreme Court have extended and protected Civil Rights
 - how institutions define and defend freedom by:
 - evaluating the effectiveness of presidential, congressional, or judicial domestic decisions on American ideas, freedoms, the rights of individuals and groups, and to maintain order and/or provide safety
 - assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security
 - how communities support and expand freedom for their members by:
 - questioning how historical or contemporary local unelected community leaders address local needs
 - evaluating how people have benefitted from and been challenged by working together.

Experience 1: Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights

- Essential Question:
 - How has government evolved to expand the meaning of "We the People"?
- Main Ideas/Focus Questions:
 - What are civil rights and why are they important to life in the United States?
 - What methods have individuals and/or groups used throughout the 20th century to contribute to the advancement of civil rights for all people?
 - How have federal law, Constitutional amendments and the Supreme Court extended and protected civil rights?

Experience 2: Institutions as Tools of Change

- Essential Question:
 - How have institutions defined and defended freedom?
- Main Ideas/Focus Questions:
 - How have presidential, congressional, or judicial domestic decisions impacted American ideas, freedoms, the rights of individuals and groups, and maintained order and/or provided safety?
 - How have presidential or congressional foreign policy decisions impacted trade, human rights, and/or national security?
 - Why is it important for leaders to consider all three aspects – trade, human rights, and national security when making decisions?

Experience 3: Individuals as Tools for Change

- Essential Question:
 - How have members of my community supported and expanded freedom for its members?
- Main Ideas/Focus Questions:
 - How have historical or contemporary unelected leaders addressed local needs?
 - In what ways have people benefitted from and been challenged by working together in government, work-places, voluntary organizations, and families?
 - How can you be an active citizen and positively impact your community?

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All HCPS Social Studies Frameworks are built to align with the Maryland State Social Studies Standards and MSDE State Frameworks. Information on the standards and frameworks can be found on the MSDE website (<https://marylandpublicschools.org>).