

What Your Child Will Learn – 5th Grade

Mission and Curriculum Philosophy

Mission

The Calvert County Public Schools Social Studies Program will create opportunities for students to engage in inquiry, think critically, and understand a spectrum of perspectives, so they become well-informed and civically engaged citizens in our American democracy.

CCPS Social Studies Curriculum Philosophy

The CCPS social studies curriculum is an integrated program of study combining significant historical inquiry with essential thinking and literacy skills and processes. Aligned with the Maryland College and Career Standards, National College, Career and Civic Life Framework and enduring social studies themes, this curriculum is designed to promote civic competence and help young people make informed and reasoned decisions as members of a culturally diverse, democratic society in an interdependent world.

CCPS Social Studies Skills and Processes Standards

Reading Standards	Argumentative Writing	Historical Thinking and Reasoning	Speaking and Listening
<p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. ▪ Distinguish their own point of view from that of the author of a text. ▪ Compare and contrast the most important points and key details presented in two texts on the same topic. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Construct arguments using claims, reasoning, and evidence from multiple sources (MDSS 6.4.A1) ▪ Introduce a topic clearly. ▪ Introduce claims about a topic or issue. ▪ Support claims with logical reasoning and accurate evidence. ▪ Provide a conclusion that demonstrates the significance of the claim. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Engage in inquiry, including constructing compelling questions, supporting questions, and determining helpful resources need to answer their questions. ▪ Evaluate context, continuity and change by analyzing connections among events and developments in broader historical contexts while classifying historical events and developments as examples of change and/or continuity. ▪ Analyze various perspectives by analyzing the multiple factors that influenced peoples' perspectives during different historical eras and explaining how and why perspectives change over time. ▪ Analyze the relative influence of various causes of events and developments in the past and in contemporary society while evaluating their effects and implications. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ▪ Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ▪ Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Curriculum

Unit One: Becoming A New Nation

1. Review the economic, political, and social institution of the New England, Middle, and Southern colonies and describe how these regions developed over time.
2. Determine why the British government limited its involvement in American colonial affairs between 1607 and 1750 and evaluate how this lack of involvement allowed the colonies to develop their own political, social, and economic identity.
3. Explain the causes of the French and Indian War and evaluate the effect it had on the relationship between the American colonist and the British Government.
4. Analyze the acts of the British government that caused tension to grow between the American colonies and Britain and describe the colonists' reactions to these events.
5. Debate the goal of colonial independence from loyalist and patriot points of view.
6. Explain the main ideas in the Declaration of Independence.
7. Throughout the Revolutionary Era, explore the experiences of women, free and enslaved Black Americans, and Native Americans, including their experiences, contributions, goals, and ability to achieve their goals.
8. Explain why the American colonists were able to achieve independence from the British.

Unit Two: Founding of a New Government

1. Identify the weaknesses of the Articles of Confederation which led to the Constitutional Convention.
2. Assess the promises to the American people set forth in the Preamble to the Constitution.
3. Examine and list the key powers of the three branches of government created by the Constitution to determine how they enable the government to meet the needs of citizens.
4. Evaluate the principles of separation of powers and checks and balances.
5. Critique the Great Compromise and the Three-Fifths Compromise.
6. Identify the basic rights and freedoms provided by the Bill of Rights.
7. Analyze how varying perspectives about the new government were evident in the debates over the Bill of Rights.
8. Discuss the groups excluded from the concept of "We the People" and how this exclusion impacted them.
9. Determine the rights and responsibilities of a citizen of the United States.
10. Explain how a "free market" economy works to determine how the United States Constitution supported our "free market" economic system.

Unit Three: Challenges of a New and Expanding Nation

1. Explain why and how the United States acquired territories and what effect this had on the people already living in each region.
2. Evaluate the key events related to the issue of slavery, including sectional differences and westward expansion that led to the Civil War.
3. Identify the factors that contributed to the outcome of the Civil War.
4. Analyze the advancements of the Reconstruction era and the failures of the Post-Reconstruction era.

Unit Four: American Changemakers – A Research Project

1. Define a changemaker.
2. Identify the characteristics of a changemaker.
3. Conduct research into one individual who stood up and acted against a social problem.

4. Gather information from multiple sources and draw evidence from informational text to support analysis and reflection on the individual being researched.
5. Prepare a presentation proving the individual's status as a changemaker.
6. Reflect upon how the individual researched inspires them and how the individual impacts their life today.