

# Grade 5

Adopted 2021

## Development of American Government (1780–1789)

- 1. Examine the distribution of power in the United States Constitution by:** AG.1
    - a. determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government. AG.1.A
    - b. assessing the promises set forth in the Preamble. AG.1.B
    - c. evaluating the principles of separation of powers and checks and balances. AG.1.C
    - d. critiquing the Great Compromise and Three-Fifths Compromise. AG.1.D
    - e. identifying scope of powers within branches and levels of government. AG.1.E
    - f. distinguishing the powers and responsibilities of government on the federal, state, and local levels. AG.1.F
    - g. evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. AG.1.G
    - h. analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government. AG.1.H

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  - 2. Examine the implications of the Bill of Rights by:** AG.2
    - a. analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives. AG.2.A
    - b. appraising how Maryland's Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer. AG.2.B
    - c. identifying the purpose and importance of the first ten Amendments of the United States Constitution. AG.2.C
    - d. exploring how the amendments are exercised in contemporary times in Maryland and the nation. AG.2.D
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## Challenges of a New and Expanding Nation (1800 – 1900)

### 1. Identify slavery as the central cause of the Civil War by: CN.1

- a. contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture. CN.1.A
  - b. analyzing Maryland's unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict. CN.1.B
  - c. comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement. CN.1.C
  - d. evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery. CN.1.D
  - e. examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland. CN.1.E
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### 2. Evaluate the effects of the Civil War by: CN.2

- a. explaining the economic, political, and social impact of the war in the North, the South, and in Maryland. CN.2.A
  - b. analyzing the 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans. CN.2.B
  - c. evaluating the successes and failures of the Freedmen's Bureau. CN.2.C
  - d. comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900. CN.2.D
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### 3. Analyze the transformations in the movement of goods, people and ideas by: CN.3

- a. evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders. CN.3.A
  - b. identifying changes in immigration and settlement patterns in Maryland. CN.3.B
  - c. assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore. CN.3.C
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## U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)

### 1. Analyze the freedom of the press by: CA.1

- a. analyzing examples of the media upholding a free and democratic society. CA.1.A
- b. analyzing how interpretations of First Amendment rights to speech and press have changed over time. CA.1.B
- c. developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century. CA.1.C

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**2. Analyze local community leaders by** CA.2

- a. explaining how historical or contemporary local unelected community leaders addressed local needs. CA.2.A
- b. describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families. CA.2.B

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**3. Analyze the role of institutions in shaping American ideas of freedom by:** CA.3

- a. assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security CA.3.A
- b. 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. CA.3.B

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**4. Evaluate civil rights in Maryland and the United States by:** CA.4

- a. defining civil rights and their importance to life in the United States. CA.4.A
- b. analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people. CA.4.B
- c. exploring how federal law, Constitutional amendments and the Supreme Court have extended and protected civil rights. CA.4.C