



Social Studies  
Grade 5  
NCDPI State Course Code - 4005

## **NORTH CAROLINA STANDARDS FOR GRADE 5**

The standards and objectives in the fifth-grade course, *United States History* support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

Students will examine change and continuity in United States history from pre-colonial times through the present day. Students will study the same time period as in fourth grade but will transfer their understanding from the state to the national level. In the behavioral science strand, students will examine the influence of the culture and choices made by various groups of people on the development of the United States. In the civics and government strand, students will explore the development, structure, and function of the United States government as well as the role of individual rights and responsibilities. In economics, students will examine how life is affected by economic factors and decisions. While studying geography, students will understand the relationship between geography and the people, goods, and ideas of the United States. Through history, students will learn about how events, people, and ideas shaped and influenced the United States. Students will gain a general understanding in order to have the foundations necessary for later grades where an in-depth study of the role of the United States in world affairs will be covered. Teachers are encouraged to guide students in drawing connections between contemporary issues and their historical origins. They are meant to be revisited throughout the course of the school year so that by the end of the school year students can understand the ways in which the standards relate to the United States throughout history.

**These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their 5th Grade course. The standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Standard Course of Study for Social Studies will engage in rigorous**

**academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

**I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History**

**Inquiry 3-5**

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

<b>Category</b>	<b>Indicator</b>
<b>Compelling Questions</b>	<b>I.1.1</b> Identify content required to provide an answer to compelling questions. <b>I.1.2</b> Construct compelling questions that promote inquiry with peers.
<b>Supporting Questions</b>	<b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions. <b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers.
<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions. <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions. <b>I.1.8</b> Accurately use information from sources when making claims. <b>I.1.9</b> Make inferences from information in sources.
<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources.
<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question.

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<b>Behavioral Sciences</b>	
<b>Standard</b>	<b>Objectives</b>
<b>5.B.1</b> Understand ways in which values and beliefs have influenced the development of the United States.	<b>5.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.
	<b>5.B.1.2</b> Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.

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<b>Civics and Government</b>	
<b>Standard</b>	<b>Objectives</b>
<b>5.C&amp;G.1</b> Analyze the structure and function of the United States government in terms of cooperation and compromise.	<b>5.C&amp;G.1.1</b> Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.
	<b>5.C&amp;G.1.2</b> Explain how the three branches of government work together to protect freedom, equality, and justice.
<b>5.C&amp;G.2</b> Understand the ways in which the federal government has protected individual rights of citizens.	<b>5.C&amp;G.2.1</b> Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.
	<b>5.C&amp;G.2.2</b> Exemplify ways in which rights are protected under the United States Constitution.

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<b>Economics</b>	
<b>Standard</b>	<b>Objectives</b>
<b>5.E.1</b> Understand how economic decisions have impacted the	<b>5.E.1.1</b> Explain factors that led to economic growth and decline within the United States at various times in history.

United States in terms of consequence, growth, and trade.	<b>5.E.1.2</b> Compare economic decisions in terms of benefits and consequences.
	<b>5.E.1.3</b> Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.
	<b>5.E.1.4</b> Summarize the role of trade between the United States and other countries.
<b>5.E.2</b> Understand the impact of personal financial decisions.	<b>5.E.2.1</b> Explain how personal financial decisions affect everyday life.
	<b>5.E.2.2</b> Explain the importance of developing a basic budget for spending and saving.
	<b>5.E.2.3</b> Explain how personal financial decisions impact economic growth and decline in the United States.

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<b>Geography</b>	
<b>Standard</b>	<b>Objectives</b>
<b>5.G.1</b> Understand the ways in which geographic factors and features have influenced development of the United States.	<b>5.G.1.1</b> Explain the relationship between location, physical environment, and human activity in the United States.
	<b>5.G.1.2</b> Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.
	<b>5.G.1.3</b> Explain how technological innovation has impacted the geography of the United States.
	<b>5 G 1.4</b> Explain the reasons for forced and voluntary migration to, from, and within the United States.

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<b>History</b>	
<b>Standard</b>	<b>Objectives</b>
<b>5.H.1</b> Understand the role of various people, events, and ideas in shaping the United States.	<b>5.H.1.1</b> Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States
	<b>5.H.1.2</b> Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.

	<b>5.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped the United States.
	<b>5.H.1.4</b> Explain the impact of major conflicts and events on the development of the United States.
	<b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources.
	<b>5.H.1.6</b> Explain the significance of national symbols and traditions from various perspectives.

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