



Social Studies
Grade 5

NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 5

The Extended Content Standards 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 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 Extended Content Standards 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 extended content 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 extended content 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 Extended Content Standards 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.

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.

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

Behavioral Sciences	
Standard	Extended Content Standards
<p>5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.</p>	<p>ECS.5.B.1.1 Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of the United States.</p>
	<p>ECS.5.B.1.2 Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted the American identity.</p>

Civics and Government	
Standard	Extended Content Standards
<p>5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.</p>	<p>ECS.5.C&G.1.1 Identify the roles and responsibilities of the three branches of government.</p>
	<p>ECS.5.C&G.1.2 Recognize how the protection of freedom, equality, and justice is impacted by the three branches of government.</p>
<p>5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.</p>	<p>ECS.5.C&G.2.1 Demonstrate an understanding of the ways in which women, indigenous, religious, marginalized, and racial groups use civic participation and advocacy to encourage government protection of rights.</p>
	<p>ECS.5.C&G.2.2 Identify ways in which rights are protected under the United States Constitution.</p>

Economics	
Standard	Extended Content Standards
<p>5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.</p>	<p>ECS.5.E.1.1 Demonstrate an understanding of the factors that led to economic growth and decline for the United States over time.</p>
	<p>ECS.5.E.1.2 Compare economic decisions in terms of benefits and consequences.</p>
	<p>ECS.5.E.1.3 Identify the factors of production that influence the economic growth of the United States.</p>
	<p>ECS.5.E.1.4 Demonstrate an understanding of the concept of trade between the United States and other countries.</p>
<p>5.E.2 Understand the impact of personal financial decisions.</p>	<p>ECS.5.E.2.1 Identify how personal financial decisions affect everyday life.</p>
	<p>ECS.5.E.2.2 Recognize the importance of developing a basic budget for spending and saving.</p>
	<p>ECS.5.E.2.3 Show how personal financial decisions impact economic growth and decline in the United States.</p>

Geography	
Standard	Extended Content Standards
<p>5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.</p>	<p>ECS.5.G.1.1 Demonstrate how the development of the United States has been impacted by location, physical environment, and human activity.</p>
	<p>ECS.5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.</p>
	<p>ECS.5.G.1.3 Demonstrate an understanding of how technological innovation and inventions have impacted the geography of the United States.</p>
	<p>ECS.5.G.1.4 Summarize the reasons for forced and voluntary migration to, from, and within the United States.</p>

History	
Standard	Extended Content Standards
<p>5.H.1 Understand the role of various people, events, and ideas in shaping the United States.</p>	<p>ECS.5.H.1.1 Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted the United States.</p>
	<p>ECS.5.H.1.2 Identify the changing roles of women, indigenous, racial and other minority groups in the United States.</p>
	<p>ECS.5.H.1.3 Identify ways in which revolution, reform, and resistance have shaped the United States.</p>
	<p>ECS.5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.</p>
	<p>ECS.5.H.1.5 Compare two or more perspectives of various historical events.</p>
	<p>ECS.5.H.1.6 Identify the significance of national symbols and traditions from various perspectives.</p>