



An At-Home Guide for Families

5th Grade Social Studies in North Carolina Public Schools

Course Outline

At the end of the course, my child will know...

- How to create supporting and compelling questions through examining primary and secondary sources that relate to history, economics, geography, government, and culture.
- How to distinguish multiple perspectives and evaluate the credibility of sources through evidence from primary and secondary sources that relate to history, economics, geography, government, and culture. how to use the inquiry process to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems.
- How to understand ways in which values and beliefs have influenced the development of the United States by examining:
 - The experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States.
 - The changing roles of women, indigenous, racial, and other minority groups in the United States.
 - The ways in which revolution, reform, and resistance have shaped the United States.
 - The impact of major conflicts and events on the development of the United States.
 - Multiple perspectives of various historical events using primary and secondary sources.
 - The significance of national symbols and traditions from various perspectives.
- How to understand the role of various people, events, and ideas in shaping the United States by examining:
 - Traditions, social structure, and artistic expression have contributed to the unique identity of the United States.
 - The values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.
- How to analyze the structure and function of the United States government in terms of cooperation and compromise by examining:
 - The roles and responsibilities of the three branches of government in terms of how the branches cooperate.
 - The three branches of government work together to protect freedom, equality, and justice.
- How to understand the ways in which the federal government has protected individual rights of citizens by examining:
 - The ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.
 - Ways in which rights are protected under the United States Constitution.
- How to understand how economic decisions have impacted the United States in terms of consequence, growth, and trade by examining:



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- Factors that led to economic growth and decline within the United States at various times in history.
- Economic decisions in terms of benefits and consequences.
- The impact of production, specialization, technology, and division of labor on the economic growth of the United States.
- The role of trade between the United States and other countries.
- How to understand the impact of personal financial decisions by examining:
 - How personal financial decisions affect everyday life.
 - Explain the importance of developing a basic budget for spending and saving.
 - Explain how personal financial decisions impact economic growth and decline in the United States.
- How to understand the ways in which geographic factors and features have influenced development of the United States by examining:
 - The relationship between location, physical environment, and human activity in the United States.
 - Ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.
 - How technological innovation has impacted the geography of the United States.
 - The reasons for forced and voluntary migration to, from, and within the United States.

Curious what the specific standards are for 5th Grade Social Studies in North Carolina?



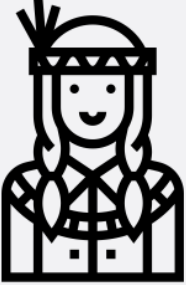
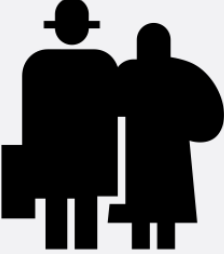

Check out the [**North Carolina Standard Course of Study**](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [**NC DPI's unpacked contents document**](#). [**Glossary of Instructional Terms**](#) found here.




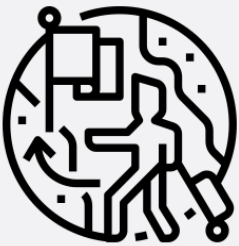




Key Vocabulary

Visual	Term	Definition
	activism	Action by people to cause political, environmental, economic or social change to make the world a better place.
	budget	Amount of money coming into the home each month outlined for bills, savings and entertainment.
	civil rights	Guarantees of equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics.
	compelling question	Questions that address problems and issues across the academic disciplines. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.
	constitution	The way in which a government, state, or society is organized.
	culture	Culture is a pattern of behavior shared by a group of people. Different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.



Visual	Term	Definition
	economy	A system of making and trading things of value.
	Human Rights	“Human rights are rights for every person. Regardless of race, religion, or any other factor. A person should have rights - just for being alive.” ¹
	indigenous	Something or someone who is native and original to an area or who naturally belongs there.
	immigrant	A person who moves into a country other than that of his or her nationality or usual residence.
	immigration	Act of moving into a country other than one’s country of nationality or usual residence.



Visual	Term	Definition
	marginalized people	A person or groups of people are less able to do things or access basic services or opportunities.
	migration	The movement of people or animals from one place to another.
	perspective	Point of view.
	primary source	Involves an account of an historical event created by someone who took part in the event or witnessed the event.
	supply and demand	Supply is the amount there is of something. Demand is how much people want it.
	symbol	Something that stands for something else.



Visual	Term	Definition
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Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Compelling Questions

- Identify content required to provide an answer to compelling questions.
- Construct compelling questions that promote inquiry with peers.

Supporting Questions

- Understand how responses to supporting questions provide responses to compelling questions.
- Construct and respond to supporting questions that help answer compelling questions with peers

Gathering and Analyze

- Understand academic and domain-specific words in sources to create responses to compelling questions.
- 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

- Construct claims in response to compelling and supporting questions.
- Accurately use information from sources when making claims.
- Make inferences from information in sources.

Communicating Ideas

- Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action

- Identify ways to address problems related to the compelling question.

Resources

Links and online resources to allow you to support your child’s learning.

Document Title	Link Description
ANCHOR A North Carolina History Online Resource	Formerly known as NCPedia, this is an online history of North Carolina, maintained by the NC State Library.
C3 Teachers	The source for all Inquiry Design Material supports,



Document Title	Link Description
Ducksters History For Kids	Free worksheets and games for students to reinforce learning.
Encyclopedia Britannica	Online encyclopedia.
EVERFI	A free source for online courses in economics, financial literacy, and cultural literacy.
Google My Maps	A great tool for students to build content-rich geographic representations of information. (Link connects to a GoOpenNC lesson for setting up and using MyMaps)
History Channel	Collection of videos exploring history for classrooms.
Khan Academy	Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
MissionUS	A series of interactive games that teach specific issues in US history. Content is created by a New York PBS station and is both high quality and free.

At-Home Connections

Engage in conversations about learning experiences by asking questions such as:

- Tell me what new information you have learned.
- Tell me what this information reminds you of.
- Tell me what questions you still have.
- Tell me how you think we can find more information about this topic.

Challenges to Anticipate

Educating students in culture, history, geography, economics, and citizenship is essential to building civic competence and participating in our democratic society.

Some misconceptions students might have is that history is subjective and doesn't have black and white answers like their math and science work. But there are absolutely factual understandings of history. Who wrote the Declaration of Independence and why are facts. Other stories in history demonstrate more about who is telling the story without always understanding whose voices go unheard and why?



As parents, you are encouraged to capitalize on opportunities in everyday life to talk with your child about civic rights and responsibilities. For example, during elections take the time to talk with your child about the importance of voting rights and responsibilities.

Take time to engage in discussions with your child about topics you learn about while watching and reading the news. Allow your child to express their opinions on social, political, and economic matters. Take time to listen, ask questions, and affirm their reasoning.

Finally, visit museums, monuments, memorials, libraries, parks, and other public spaces with your child. Take time to talk with your child about "Why do we remember this event or person from the past?"

Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?



Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations

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MariaDB.(n.d.) Afro Lady Silhouette #1412331. Retrieved December 15, 2022 from <http://clipart-library.com/clip-art/afro-lady-silhouette-14.htm>

Definition of compelling questions - College, Career, and Civic Life C3 Framework for Social Studies State Standards." National Council for the Social Studies, www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf. Accessed 8 June 2021.

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