



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: Fifth Grade Social Studies • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

History

Essential Standard:

5.H.1 Analyze the chronology of key events in the United States.

Concept(s): Conflict, historical understanding

Clarifying Objectives

5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Relationships between different cultural groups can have both positive and negative effects based upon their interactions with one another.
- Interactions between different cultural groups are often influenced by perception.
- Criteria can be used to critique the accuracy of historical sources.

The student will know:

- How European explorers and American Indian groups interacted with each other.
- How European explorers and American Indian groups perceived each other.

The student will be able to:

- Assess the validity of an historical source using specific criteria.

For example: For an accurate understanding of the relationship between Europeans and American Indians, one might utilize multiple sources from varying points of view.

Note: This Clarifying Objective combines historical content and skill development. First, students will need to evaluate the relationship between Europeans and American Indians within the context of leadership, beliefs and fears. Next, students will need to assess the accuracy of available historical information about both groups.

<p>5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Colonies develop distinct identities based upon physical location, cultural make up of the population and economic circumstances. <p>The student will know:</p> <ul style="list-style-type: none"> • Daily life in the colonies varied based upon the cultural background of the inhabitants. • How and why the political and economic structure among the colonies varied. <p>For example: Six of the original colonies (New York, North Carolina, South Carolina, Virginia, and New Jersey) were started as proprietary colonies. The purpose of these colonies was to make profit for stockholders back in England.</p>
<p>5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Conflict and/or war may influence a nation’s political, social, and economic development. • Conflict may result in compromise. • Battles influence the direction and outcome of wars. • War can transform society. <p>The student will know:</p> <ul style="list-style-type: none"> • Social issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction. • Economics issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction. <p>For example: Colonists resented being taxed without the opportunity to represent themselves politically. As a result, colonists protested and fought for independence from Great Britain and eventually formed their own nation.</p> <ul style="list-style-type: none"> • Political issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction. <p>For example: The institution and expansion of slavery sparked much political debate. As the nation grew, the political balance between free and slave states was tested. Several</p>

	<p>compromises resulted from this conflict (e.g., the Missouri Compromise, the Compromise of 1850, and the Kansas Nebraska Act).</p> <ul style="list-style-type: none">• Battles that started wars, ended wars, and were turning points in wars through Reconstruction (e.g., the Battle of Gettysburg was a turning point in the Civil War, the Battle of Yorktown ended the American Revolution).• Significance of major wars (e.g., French and Indian War, American Revolution, War of 1812, Mexican War, Civil War) on the economic, social and political development of the United States.
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Geography and Environmental Literacy

Essential Standard:

5.G.1 Understand how human activity has and continues to shape the United States.

Concept(s): Physical environment, human activity, technology, immigration, innovation and technology

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.

The student will understand:

- Physical environment affects settlement patterns.
- Physical environment can determine the way that people meet basic needs such as food and shelter.

The student will know:

- Physical environment includes climate, landforms, soils, hydrology, vegetation, and animal life.
- How the physical environment impacted settlement patterns and daily life in the New World.

For example: Jamestown was founded on a river. Initially, this seemed like a good spot because the harbor provided natural protection and a supply of food. However, the colonists did not dig deep wells to secure a safe water supply. The area was infested with disease-carrying mosquitoes and the men got sick. The physical environment was a contributing factor to Jamestown's initial failure. Later; however, the colonists learned to use the physical environment more successfully for the settlement. Colonists secured a safe water supply, planted crops for food, and began growing profitable tobacco.

<p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Human activity can modify the physical environment. • Humans are capable of improving and/or exploiting their physical environment. <p>The student will know:</p> <ul style="list-style-type: none"> • Historical examples of positive and negative effects of human activity on the United States. For example: In 2010, a BP oil rig in the Gulf of Mexico exploded. Millions of gallons of oil gushed into the water for months. Animal habitats were destroyed, water quality was affected, and fishing grounds were devastated. As a result of human error and excessive risk, the physical environment was negatively impacted. <p><i>Note: In this objective, it is acceptable to use modern day examples along with those that fit within the time frame of the course.</i></p>
<p>5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Environmental challenges are often resolved through technological innovation. <p>The student will know:</p> <ul style="list-style-type: none"> • Types of geographic limitations posed in various regions of the United States. • Examples of technological advances in America through Reconstruction (e.g., cotton gin, Erie Canal, steam engine, telegraph and other forms of communication) and how they allowed people to overcome geographic limitations.
<p>5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Geographic, political and economic factors can influence settlement patterns. • Societal issues often influence individual or group decisions to leave or settle in a place. • Political factors, like government stability or instability, can influence settlement patterns. • Economic factors, like the availability of jobs or natural resources, can influence settlement patterns. • Migration can be forced or voluntary. <p>For example: Millions of Africans were forced to come to the Americas as slaves. They were captured and sold to slave traders. If they survived the grueling Middle Passage, they faced</p>

harsh working and living conditions in the New World. Most never saw their homeland again.

The student will know:

- Various examples of migration and immigration.
- People move for various reasons. Sometimes they are moving to get away from something (push factors) and other times, they are moving toward something (pull factors).
- Push factors related to migration and immigration to the United States.

For example: Many Europeans immigrated to the American colonies because they experienced religious persecution in their home country and sought a more tolerant society.

- Pull factors related to migration and immigration to the United States.

For example: In the 19th century, many Americans moved west for better economic prospects. They were willing to make a long, and sometimes dangerous, journey west for the possibility of making a better life for themselves and/or their family.

Economics and Financial Literacy

Essential Standard:

5.E.1 Understand how a market economy impacts life in the United States.

Concept(s): Trade, Technology, government

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.

The student will understand:

- Nations trade with one another based upon their need for resources.
- Governments may create policies that encourage economic growth and development.
- National economies are often interdependent.
- National economies have international impacts.

The student will know:

- The role of supply and demand in a market economy.
- How and why the United States developed trading partners.
- Major imports and exports in the United States through Reconstruction.
- The role of mercantilism in America through Reconstruction.

5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.

The student will understand:

- A nation's economic system has many interconnected parts.

The student will know:

- Key terms such as
 - Production
 - Specialization
 - Division of labor
 - Economic growth

Essential Standard:**5.E.2 Understand that personal choices result in benefits or consequences.****Concept(s): Choice, Budgeting, Borrowing, Spending****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

5.E.2.1 Explain the importance of developing a basic budget for spending and saving.

The student will understand:

- Financial decisions involve systematically considering alternatives and consequences.

The student will know:

- A basic budget is a plan for how future income will be used.
- A basic budget includes plans for both spending and saving.

Note: With this Clarifying Objective, it is appropriate to pair modern day examples of budgeting with those that fit within the time frame of the course.

For example: Students might use an historical example such outfitting a wagon train for the Oregon Trail and/or their own personal budget to exemplify the need for a spending and savings plan.

5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.

The student will understand:

- Financial decisions involve systematically considering alternatives and consequences.
- Every spending decision has an opportunity cost.

Note: With this Clarifying Objective, it is appropriate to pair modern day examples of spending, borrowing, and saving with those that fit within the time frame of the course.

Civics and Governance

Essential Standard:

5.C&G.1 Understand the development, structure and function of government in the United States.

Concept(s): Government, Power

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British).

The student will understand:

- Ideas about self-government can be borrowed and adapted from others over time.
- Conflicting ideas can lead to debates and consensus about the nature of government.

The student will know:

- Where ideas about self-government originated.
- How ideas about self-government in other parts of the world influenced the development of the United States.

For example: Framers of the Constitution drew upon elements of the Iroquois Constitution (freedom of religion and expression and the concept of a two house legislature) when crafting their document.

5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

The student will understand:

- Governments are structured to address the basic needs of the people.
- The branches of government are a complex system of checks and balances.

The student will know:

- Organizational structures of the branches of the United States government.
- Powers of the United States government.

5.C&G.1.3 Analyze historical documents that shaped the foundation

The student will understand:

- A nation's founding documents reflect its basic principles.

of the United States government.	<ul style="list-style-type: none"> • A nation’s political documents are often influenced by philosophical theories. <p>The student will know:</p> <ul style="list-style-type: none"> • Key founding documents (e.g., Declaration of Independence, Articles of Confederation, Federalist and Anti-Federalist Papers, the United States Constitution and various state Constitutions) and their influence on the United States government. • How the <i>Articles of Confederation</i> provided a working transition of government to the United States Constitution. • How <i>The Federalist Papers</i> argued for ratification of the United States Constitution. • How <i>The Anti-Federalist Papers</i> argued for a national Bill of Rights.
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Essential Standard:

5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.

Concept(s): Rights and responsibilities, citizenship, civic participation, common good

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

5.C&G.2.1 Understand the values and principles of a democratic republic.

The student will understand:

- The type of government a nation selects reflects its values and principles.
- In a democratic government, ultimate power lies with the people.
- Certain groups are sometimes excluded from membership in a democratic society.

The student will know:

- Democratic values and principles are evident the founding documents of the United States.
- Values and principles from other democracies (for example ancient Greece and Rome) influenced the formation of the United States government.

5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of

The student will understand:

- Governments balance the rights of individuals with the common good.

<p>"common good" according to the United States Constitution (Bill of Rights).</p>	<p>The student will know:</p> <ul style="list-style-type: none"> • Where and why the concept of the “common good” is reflected in the United States Constitution. • Rights of citizens granted by the United States Constitution as they relate to the concept of the “common good.” • Responsibilities of citizens under the United States Constitution as they relate to the concept of the “common good.”
<p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Democratic governments protect the rights and privileges of citizens. • Democratic governments exist to serve the people. <p>The student will know:</p> <ul style="list-style-type: none"> • Responsibilities of United States citizens include, but are not limited to: participating in the democratic process, serving on a jury, obeying the laws, supporting and defending the Constitution, and when required, serving the country. • Rights and privileges of United States citizens include, but are not limited to: voting and running for office.
<p>5.C&G.2.4 Explain why civic participation is important in the United States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Active citizen participation is integral to democracy. <p>The student will know:</p> <ul style="list-style-type: none"> • Civic participation allows individuals the opportunity to be directly involved in the political process by staying informed about political issues, communicating with elected officials, and voting. • Key examples of citizen participation in the United States through Reconstruction.

Culture

Essential Standard:

5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

Concept(s): Change, patterns, leadership, cultural diffusion,

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.

The student will understand:

- Diverse groups contribute to the cultural, social, economic and political development of a nation.
- Change takes place because of internal and external factors.

The student will know:

- Key American Indian groups before and after European exploration.
- Aspects of culture and everyday life among American Indian groups.
- How culture and everyday life for American Indian groups was altered after Europeans came to America.

For example: The Indian Removal Act of 1830 forced the relocation of thousands of American Indians to lands west of the Mississippi. During the arduous journey, often referred to as the “Trail of Tears,” thousands of people died. Those who survived were forced to live on reservations.

5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.

The student will understand:

- Interactions between cultural groups may lead to the borrowing and sharing of traditions and technology.

The student will know:

- Examples of borrowing and sharing of traditions and culture.

<p>5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • The movement of goods, ideas and people can affect a region <ul style="list-style-type: none"> ○ culturally. ○ politically. ○ economically. • Movement of people, goods, and ideas can be influenced by factors such as a desire for wealth or scarcity of resources. • Regions may experience differences in economic growth, political systems, and social structures due to geographic and cultural diversity. <p>For example: In the 18th century, over 200,000 Scotch-Irish immigrated to the American colonies. Most settled in Pennsylvania. This group’s culture influenced the colony’s political, religious, and economic development.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Regions are the basic unit of study in geography. • Regions can be formal or informal. • A region is defined by unifying characteristics (e.g., physical, human, economic). <p>For example: The United States was divided into four distinct regions prior to the Civil War. The Northeast was characterized by its industrial and commercial economy. The Northeast was a rapidly expanding region of free farmers. The Southwest was a booming frontier-like region with an expanding cotton economy. Finally, the South was characterized by the agricultural plantation system.</p>
<p>5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Elements of a group’s culture can be expressed in various ways. • Cultural expressions can reveal the values, lifestyles, beliefs, and struggles of diverse ethnic groups. <p>The student will know:</p> <ul style="list-style-type: none"> • The historical background of cultural narratives in order to understand their context.

