

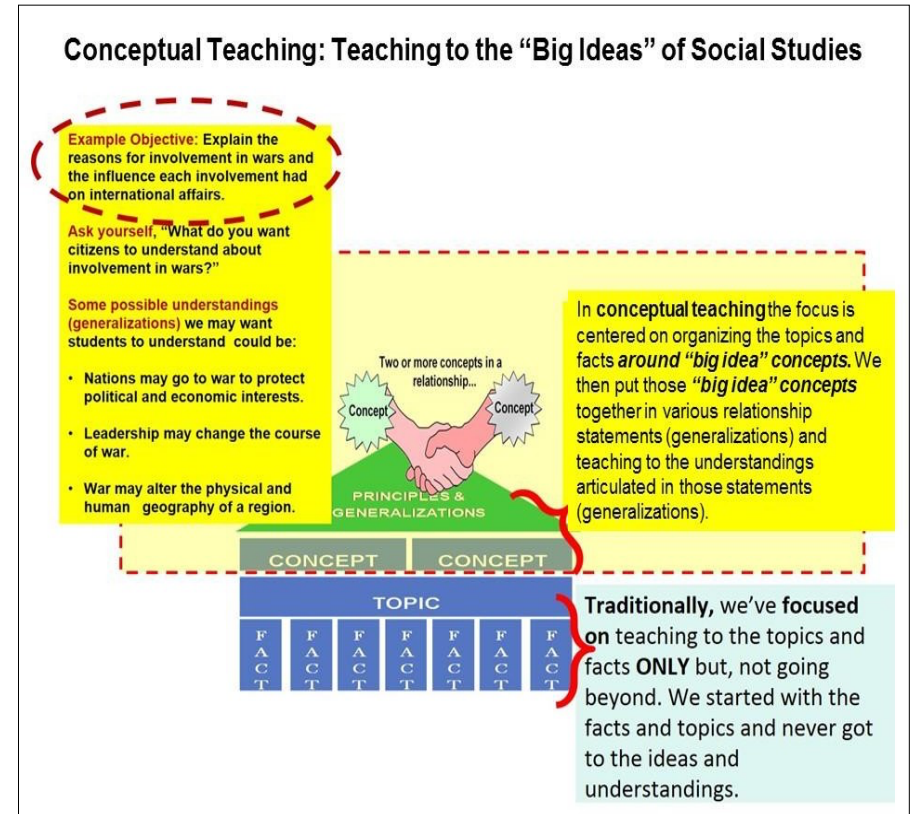
Dear 5th Grade Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching and learning approach.
- The standards and objectives in the fifth-grade SCOS, 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
- 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.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach.*
- Lessons should engage students' intellect and interest in conceptual understandings: *1. about real people's lives and their relationship to each other and to nature; 2. various roles students will assume in making society more equal and more just; 3. and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



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. 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. **The Inquiry Indicators** are meant to be used in concert with the content standards. The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking.

[Link: What is inquiry-based learning? \(video\).](#)

Inquiry (Grades 3-5)		Quarters Taught			
Categories	Indicators	1 st	2 nd	3 rd	4 th
Compelling Questions Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry	I.1.1 Identify content required to provide an answer to compelling questions.	1st	X	X	X
	I.1.2 Construct compelling questions that promote inquiry with peers.	1st	X	X	X
Supporting Questions Article Link: How to Help Students Craft Questions that Compel & Support	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.	X	2 nd	X	X
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.	1st	2 nd	3 rd	X
Gathering and Evaluating Sources Article Link: The Ultimate Guide to Teaching Source Credibility Video Link: Evaluating Sources and Using Evidence	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.	1st	2 nd	3 rd	X
	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.	X	X	3 rd	4 th
Developing Claims and Using Evidence Article & Video Link An Introduction to Claim-Evidence-Reasoning	I.1.7 Construct claims in response to compelling and supporting questions.	X	X	3 rd	4 th
	I.1.8 Accurately use information from sources when making claims.	X	X	3 rd	4 th
	I.1.9 Make inferences from information in sources.	1 st	2 nd	3 rd	4 th
Communicating Ideas Article Link: Obtaining, Evaluating, and Communicating Information	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.	1 st	2 nd	3 rd	4 th
Taking Informed Action Article Link: What is Informed Action? Video Link: Inspiring Examples of Informed Action	I.1.11 Identify ways to address problems related to the compelling question.	1 st	X	X	X



Halifax County Schools: 5th Grade Social Studies Pacing Guide Revised August 19, 2021

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. Students are to understand the ways in which the standards relate to the United States throughout history.

B-Behavioral Sciences

C&G-Civics and Government

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.

Objectives

Quarters Taught

Objectives

Quarters Taught

Objectives	Quarters Taught				Objectives	Quarters Taught			
5.B.1 Understand ways in which values and beliefs have influenced the development of the United States	1 st	2 nd	3 rd	4 th	5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise. 5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.	1 st	2 nd	3 rd	4 th
.5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.	1 st	X	X	X	5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.	1 st	X	X	X
5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.	1 st	X	X	X	5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.	1 st	X	X	X
					5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.	X	X	X	4
					5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	1 st	X	X	X

Halifax County Schools: 5th Grade Social Studies Pacing Guide

Revised August 19, 2021

E-Economics					G-Geography						
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.						
Objectives		Quarters Taught			Objectives		Quarters Taught				
5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.		1 st	2 nd	3 rd	4 th	5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States		1 st	2 nd	3 rd	4 th
5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.		X	2 nd	3 rd	X	5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States		X	2 nd	X	4 th
5.E.1.2 Compare economic decisions in terms of benefits and consequences.			2 nd			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.		X	X	3 rd	4 th
5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.			2 nd			5.G.1.3 Explain how technological innovation has impacted the geography of the United States.		1 st	X	X	4 th
5.E.1.4 Summarize the role of trade between the United States and other countries.			2 nd			5.G.1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.		X	X	3 rd	4 th
5.E.2 Understand the impact of personal financial decisions.				3 rd							
5.E.2.1 Explain how personal financial decisions affect everyday life.		X	X	3 rd	X						
5.E.2.2 Explain the importance of developing a basic budget for spending and saving.		X	X	3 rd	X						
5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.		X	X	X	4 th						
H-History											
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.											
Objectives								Quarters Taught			
5.H.1 Understand the role of various people, events, and ideas in shaping the United States.								1 st	2 nd	3 rd	4 th
5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States								1 st	X	X	X
5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.								1 st	2 nd	X	X
5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.								X	2 nd	X	X
5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.								X	X	3 rd	X
5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.								X	X	3 rd	X
5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.								1 st	X	X	X



