



North Carolina Essential Standards Third grade Social Studies

In third grade, students draw upon knowledge learned in previous grades to develop more sophisticated understandings of how communities may be linked to form larger political units, and how there are cultural, geographic, and economic connections. Through their study of various patterns of community living, the students begin to understand that people’s activities are influenced not only by their geographic location, but also by how they use the earth’s materials, the physical environment, and how they express their diversity through culture. Students will understand the importance of being a citizen and identify the contributions of selected individuals in the local community. Students will recognize that Americans are comprised of people who have diverse ethnic origins and traditions who all contribute to American life. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, historic, environmental and economic factors that help bind communities together through both time and space. Building upon experiences that demonstrate chronological thinking, students begin to expand their ability to think like a historian by asking questions that historians ask. Using both primary and secondary sources, students understand the significant role of the individual in shaping history and explore changes in communities and regions over time. Through the study of historical narratives, students are introduced to the concept of perspective by asking them to explain why people can describe the same event differently. This serves as a building block for more sophisticated analyses in subsequent grades.

Note on Strands: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economics and Financial Literacy, **C&G**–Civics and Government, and **C**–Culture



History

	Essential Standard	Clarifying Objectives	
3.H.1	Understand how events, individuals and ideas have influenced the history of local and regional communities.	3.H.1.1	Explain key historical events that occurred in the local community and regions over time.
		3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.
		3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.
3.H.2	Use historical thinking skills to understand the context of events, people and places.	3.H.2.1	Explain change over time through historical narratives. (events, people and places)
		3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.



Geography and Environmental Literacy

	Essential Standard	Clarifying Objectives	
3.G.1	Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).	3.G.1.1	Find absolute and relative locations of places within the local community and region.
		3.G.1.2	Compare the human and physical characteristics of places.
		3.G.1.3	Exemplify how people adapt to, change and protect the environment to meet their needs.
		3.G.1.4	Explain how the movement of goods, people and ideas impact the community.
		3.G.1.5	Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).
		3.G.1.6	Compare various regions according to their characteristics.



Economics and Financial Literacy

	Essential Standard	Clarifying Objectives	
3.E.1	Understand how the location of regions affects activity in a market economy.	3.E.1.1	Explain how location impacts supply and demand.
		3.E.1.2	Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).
3.E.2	Understand entrepreneurship in a market economy.	3.E.2.1	Explain why people become entrepreneurs.
		3.E.2.2	Give examples of entrepreneurship in various regions of our state.



Civics and Government

	Essential Standard	Clarifying Objectives	
3.C&G.1	Understand the development, structure and function of local government.	3.C&G.1.1	Summarize the historical development of local governments.
		3.C&G.1.2	Describe the structure of local government and how it functions to serve citizens.
		3.C&G.1.3	Understand the three branches of government, with an emphasis on local government.
3.C&G.2	Understand how citizens participate in their communities.	3.C&G.2.1	Exemplify how citizens contribute politically, socially and economically to their community.
		3.C&G.2.2	Exemplify how citizens contribute to the well-being of the community's natural environment.
		3.C&G.2.3	Apply skills in civic engagement and public discourse (school, community)

Culture

	Essential Standard	Clarifying Objectives	
3.C.1	Understand how diverse cultures are visible in local and regional communities.	3.C.1.1	Compare languages, foods and traditions of various groups living in local and regional communities.
		3.C.1.2	Exemplify how various groups show artistic expression within the local and regional communities.
		3.C.1.3	Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).



North Carolina Essential Standards Fourth Grade Social Studies

Fourth Grade is the first formal introduction to North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographic regions. Fourth Grade students explore the social disciplines of history, geography, civics and government, culture and economics through the context of North Carolina. Building on early social studies knowledge, students will apply new concepts to the increasingly complex social environment of our state. During this grade, students will study North Carolina, American Indian groups indigenous to the area before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction. Although the time period of focus is Pre-Colonial through Reconstruction, **teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.** Students will prepare for their role as responsible and informed citizens of North Carolina as they examine the North Carolina Constitution and the concept of separation of powers in each branch of state government. The expectations of the standards address the geographic concept of movement and its impact on people, goods and ideas in North Carolina. Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs when making financial decisions. Students explore North Carolina's economy by examining how natural resources have influenced economic development in our state. Fourth grade expectations help prepare students for more sophisticated studies of our state, nation, and world in later grades.

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History

	Essential Standard	Clarifying Objectives	
4.H.1	Analyze the chronology of key historical events in North Carolina history.	4.H.1.1	Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.
		4.H.1.2	Explain how and why North Carolina was established.
		4.H.1.3	Explain how people, events and developments brought about changes to communities in various regions of North Carolina.
		4.H.1.4	Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.
4.H.2	Understand how notable structures, symbols and place names are significant to North Carolina.	4.H.2.1	Explain why important buildings, statues, monuments and place names are associated with the state's history.
		4.H.2.2	Explain the historical significance of North Carolina's state symbols.



Geography and Environmental Literacy

	Essential Standard	Clarifying Objectives	
4.G.1	Understand how human, environmental and technological factors affect the growth and development of North Carolina.	4.G.1.1	Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).
		4.G.1.2	Explain the impact that human activity has on the availability of natural resources in North Carolina.
		4.G.1.3	Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.
		4.G.1.4	Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.



Economics and Financial Literacy

	Essential Standard	Clarifying Objectives	
4.E.1	Understand how a market economy impacts life in North Carolina.	4.E.1.1	Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.
		4.E.1.2	Understand how scarcity and choice in a market economy impact business decisions.
		4.E.1.3	Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.
		4.E.1.4	Explain the impact of entrepreneurship on the economy of North Carolina.
4.E.2	Understand the economic factors when making personal choices.	4.E.2.1	Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.
		4.E.2.2	Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.



Civics and Government

	Essential Standard	Clarifying Objectives	
4.C&G.1	Understand the development, structure and function of North Carolina's government.	4.C&G.1.1	Summarize the key principles and revisions of the North Carolina Constitution.
		4.C&G.1.2	Compare the roles and responsibilities of state elected leaders.
		4.C&G.1.3	Explain the influence of the colonial history of North Carolina on the governing documents of our state.
		4.C&G.1.4	Compare North Carolina's government with local governments.
4.C&G.2	Analyze the North Carolina Constitution.	4.C&G.2.1	Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.
		4.C&G.2.2	Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.
		4.C&G.2.3	Differentiate between rights and responsibilities reflected in the North Carolina Constitution.



Culture

	Essential Standard	Clarifying Objectives	
4.C.1	Understand the impact of various cultural groups on North Carolina.	4.C.1.1	Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).
		4.C.1.2	Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.



North Carolina Essential Standards Fifth Grade Social Studies

Continuing the history, geography, civics and government, economics and culture strands from previous grades, fifth grade expectations will address change and continuity in United States history. Students begin the study of United States history with American Indian groups indigenous to the United States before the arrival of European settlers and conclude with the Civil War and Reconstruction period. Students will focus their study on the same time period as in fourth grade, but will transfer their understanding from the state to the national level. Learned concepts will be applied within the context of American history. **Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.** Using primary and secondary sources, fifth grade students will compare founding documents of the United States with those of North Carolina such as the United States Constitution and the North Carolina Constitution. Students will learn about the “Founding Fathers” who envisioned the path for our democratic republic, while also exploring the contributions of diverse groups to the building of our nation. Speeches that laid the foundation of American ideals and institutions will be studied along with the examination of everyday life during the Pre-Colonial period through Reconstruction. Students expand their knowledge of human systems as they understand push/ pull factors of migration and immigration and their influence on culture in the United States. Students deepen their understanding of human-environment interactions by assessing positive and negative effects of human activities on the physical environment of the United States. Building on their knowledge of economic principles, students focus on economic growth in the United States and develop an understanding of production, specialization, and the division of labor. Students begin to apply economic principles to their own lives as they learn to make responsible financial choices in spending and saving.

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History

	Essential Standard	Clarifying Objectives	
5.H.1	Analyze the chronology of key events in the United States.	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).
		5.H.1.2	Summarize the political, economic and social aspects of colonial life in the thirteen colonies.
		5.H.1.3	Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.
5.H.2	Understand the role of prominent figures in shaping the United States.	5.H.2.1	Summarize the contributions of the “Founding Fathers” to the development of our country.
		5.H.2.2	Explain how key historical figures have exemplified values and principles of American democracy.
		5.H.2.3	Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.



Geography and Environmental Literacy

	Essential Standard	Clarifying Objectives	
5.G.1	Understand how human activity has and continues to shape the United States.	5.G.1.1	Explain the impact of the physical environment on early settlements in the New World.
		5.G.1.2	Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
		5.G.1.3	Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
		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).



Economics and Financial Literacy

	Essential Standard	Clarifying Objectives	
5.E.1	Understand how a market economy impacts life in the United States.	5.E.1.1	Summarize the role of international trade between the United States and other countries 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.
5.E.2	Understand that personal choices result in benefits or consequences.	5.E.2.1	Explain the importance of developing a basic budget for spending and saving.
		5.E.2.2	Evaluate the costs and benefits of spending, borrowing and saving.



Civics and Government

	Essential Standard	Clarifying Objectives	
5.C&G.1	Understand the development, structure and function of government in the United States.	5.C&G.1.1	Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).
		5.C&G.1.2	Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).
		5.C&G.1.3	Analyze historical documents that shaped the foundation of the United States government.
5.C&G.2	Analyze life in a democratic republic through the rights and responsibilities of citizens.	5.C&G.2.1	Understand the values and principles of a democratic republic.
		5.C&G.2.2	Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).
		5.C&G.2.3	Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.
		5.C&G.2.4	Explain why civic participation is important in the United States.



Culture

	Essential Standard	Clarifying Objectives	
5.C.1	Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.	5.C.1.1	Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.
		5.C.1.2	Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.
		5.C.1.3	Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.
		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.