



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional 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.

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?

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 understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

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 tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

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

History

Essential Standard:

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

Concept(s): Conflict, Historical Understanding, Interaction, Compromise

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:

- Interactions between different cultural groups can have both positive and negative effects.
- Interactions between different cultural groups are often shaped by perception.
- The accuracy of historical sources can be evaluated in a variety of ways.

The student will know:

- How European explorers and American Indian groups perceived and interacted with each other.
- The impact of trading networks on the relationships between Europeans and indigenous people.
- [Various historical tools](#) can be used to interpret perspectives and sources.

The student will be able to:

- Assess the validity of a historical source using a variety of interpretive tools.

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.

Key Terminology:

- **Historical understanding**-requires that students engage in historical reasoning, listen to and read historical stories, narratives, and literature with meaning; think through cause and effect relationships; interview “old-timers” in their communities; analyze documents, photos, historical

	newspapers, and the records of the past, and construct time lines and historical narratives on their own. http://nchs.ucla.edu/Standards/standards-for-grades-k-4/developing-standards-in-grades-k-4/historical-understanding
5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.	The student will understand: - Communities develop distinct identities based upon physical location, the cultural make up of the population and economic circumstances. The student will know: Daily life in the colonies varied based upon the cultural background of the inhabitants. - The impact geography had on the economic and cultural development of the thirteen colonies. For example: New England colonies were largely farming and fishing communities. Middle colonies were part agriculture, part industrial. Southern colonies were almost entirely agricultural. - How and why the political and economic structure among the colonies varied. 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. Key Terminology: Political Freedom- the right to participate freely in the political process choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly. Economic Freedom-the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity. Social organization- the rule-governed relationships of individuals and groups within a society that holds it together.
5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.	The student will understand: - Conflict and compromise may drive a nation’s political, social, and economic development. - Strategies may dictate the direction and outcome of wars. - War can transform society.

	The student will know: • Examples of social, political, and economic issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction. For example: - Social: Slavery, American identity, reform movements, religious movements. - Economic: Slavery, tariffs, taxation, industrialization. - Political: Slavery, nullification, suffrage, citizenship • How epidemics and disease impacted conflict. • Examples of battles that started wars, ended wars, and were turning points in wars through Reconstruction (e.g., The Trail of Tears, Battle of Wounded Knee, the Battle of Gettysburg, the Battle of Yorktown). • 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. Key Terminology: • Economic development-actions taken to improve the ability of people to more productively use capital, natural and human resources in the production of goods and services. • Political development- the development of institutions, attitudes, and values that form the political power system of a society. • Social development- Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, etc.
Essential Standard: 5.H.2 Understand the role of prominent figures in shaping the United States. Concept(s): Historical Figures, Founding Fathers, Democracy, Society, Leadership, Collaboration, Rights	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?

5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country.

The student will understand:

- Certain times and conditions often provide the opportunity for individuals to exhibit leadership that may change the course of history.
- Individual leaders can shape the political, economic and social development of a nation.
- Collaborative action among citizens can determine the development of a nation.

The student will know:

- How philosophical writings (e.g., the writings of [Paine](#), [Locke](#), [Rousseau](#), and [Montesquieu](#), etc.) and the actions of the British government (e.g., [the Proclamation of 1763](#), the [Townshend Act](#), and the [Stamp Act](#), etc.) encouraged the emergence of colonial leadership and the quest for independence.
- How thoughts, actions and individual personalities of leaders influenced the events and outcomes of the American Revolution (e.g., [Thomas Jefferson and the writing of the Declaration of Independence](#), [George Washington](#) and the battles of [Trenton](#) and [Yorktown](#), and [Samuel Adams](#) and the [Sons of Liberty](#)).
- How individuals collaborated in the shaping of the [Declaration of Independence](#) and the [U.S. Constitution](#).
- How thoughts, actions and individual personalities of leaders influenced the decisions and outcomes of the Constitutional Convention (e.g., [James Madison](#) and [the Virginia Plan](#), [William Paterson](#) and the [New Jersey Plan](#), the writing of the [Federalist Papers](#) by [Hamilton](#), [Jay](#) and [Madison](#)).
- How leadership influenced the political development of the early nation (e.g., the Federalist presidential administrations, the development [of judicial review](#), the creation of the [National Bank](#)).

Key Terminology:

- **Founding Father**- a person who founds or establishes an important institution, esp. a member of the US Constitution Convention (1787).
- **Constitution**- the system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution. The fundamental law of the United States, framed in 1787, ratified in 1789, and variously amended since then.

5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.	The student will understand: • Individuals with shared values and principles can shape the development of a nation. • Individuals can effect political, economic and social change in a democratic nation. • Underrepresented groups may struggle to receive political, economic and social equality within a democratic nation. The student will know: • The values and principles of American democracy (e.g., individual freedoms, popular sovereignty, rule of law, equal rights and opportunities, entrepreneurial spirit). • Key historical figures who played a role in the political, economic and social development of the United States (e.g., Alexander Hamilton, Abraham Lincoln, Andrew Jackson, Jane Addams, Harriet Tubman, and Frederick Douglass). • Individuals who helped to effect political, economic and social change for underrepresented groups within the United States (e.g., John Brown, Frederick Douglass, Harriet Tubman, Lucretia Mott, Elizabeth Cady Stanton, William Lloyd Garrison, and Wendell Phillips). • The ways that underrepresented groups effected change in the United States (e.g., tactics such as speeches, civil disobedience, conventions, protests, assemblies, and publications used in social movements). Key Terminology: • Popular sovereignty- the citizens are collectively the sovereign of the state and hold the ultimate authority over public officials and their policies. • Rule of Law- principle that every member of a society, even a ruler, must follow the law. • Equal rights- everyone should get the same treatment regardless of where their parents or grandparents were born, their race or religion, or how much money that have, citizens all have political, social, and economic equality. • Democracy- a form of government in which political authority rests with the people and is exercised by all people, either directly or indirectly through their elected representatives.
5.H.2.3 Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.	The student will understand: • Gender and/or ethnicity may limit access to full participation for certain groups within a society. • The rights of individuals and groups within a democratic society can change over time.

	The student will know: • The roles that women and minorities played in the foundation and development of the United States (e.g., Abolitionists, suffragettes, political activists, soldiers, slaves and freedmen, entrepreneurs). • How the rights of individuals changed within the United States over time (e.g., voting rights, equal protection under the law, citizenship, 13th, 14th, 15th Amendments).
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, Immigration, Innovation	
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 dictates settlement patterns. • Physical environment can determine the way that people meet basic needs. The student will know: • The 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: The foundings of Jamestown and St. Augustine. Key Terminology: • Physical/natural characteristics of place- the natural environment of a place such as water, minerals, land, and timber.

5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.	The student will understand: • Human activity can modify the physical environment. • Humans are capable of improving and/or exploiting their physical environment. The student will know: • Historical examples of positive and negative effects of human activity on the United States. For example: Industrialization, oil spills, nuclear meltdown, dams, national parks. <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> Key Terminology: • Human Characteristics of Place- things that humans do to change the environment or natural surroundings (e.g. bridges, roads, and buildings). • Human Environment/Interaction- how people adapt their lives to some environmental conditions; how people protect themselves from cold climates; how people will change their natural environment.
5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.	The student will understand: • Geographic challenges are often resolved through technological innovation. The student will know: • Types of geographic limitations posed in various regions of the United States. • Examples of technological advances in America through Reconstruction (e.g., cotton gin, John Deere plow, Erie Canal, steam engine, railroad, telegraph and other forms of communication) and how they 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).	The student will understand: • Social, political and economic factors can determine settlement patterns. • People may move to different places as a result of forced or voluntary action. For example: immigration of Africans to the American South, Puritans to New England, Trail of Tears, Highland Scots to North Carolina, Germans and Irish to America, Chinese to the American West Coast.

	The student will know: • Various examples of migration and immigration. • Examples of push and pull factors that lead to migration or immigration. • Examples of societal issues that influenced individual or group decisions to leave or settle in a place. • How political factors, like government stability or instability, influenced settlement patterns. • Ways economic factors, like the availability of jobs or natural resources, influenced settlement patterns. Key Terminology: • Push factors- in migration theory, the social, political, economic and environmental forces that drive people from their previous location to search for new ones. • Pull factors- in migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous location.
Economics and Financial Literacy	
Essential Standard: 5.E.1 Understand how a market economy impacts life in the United States.	
Concept(s): Trade, Innovation, Government, Markets, Economy	
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 create policies that transform economic growth and development. • National economies are often interdependent. • National economies can limit or stimulate the direction of international markets. The student will know: • The role of supply and demand in a market economy. • The role of mercantilism in the creation of the United States. • How and why the United States developed trading partners.

	• Examples of major imports and exports in the United States through Reconstruction. Key Terminology: • Mercantilism-an economic policy under which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they buy. • Market economy- an economic system in which prices are determined by the free exchange of goods and services with minimum government interference.
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: • The interconnectedness of labor, capital, and markets help contribute to the complexity of a nation’s economic system and may drive or limit opportunities for economic growth. • A nation’s economic success may be linked to the resources it has access to and the goods and services it provides. The student will know: • Ways in which the economic growth of the United States is shaped by the interaction between production, specialization and division of labor. • How factors of production influence the growth of a nation’s economy. Key Terminology: • Economic growth- the change in the level of economic activity from one year to another. • Production- the act of growing, making or manufacturing goods and services. • Specialization-the situation in which a nation produces a narrower range of goods and services than they consume/specialization in mass production occurs when a worker repeats a single operation over and over. • Division of labor- The process whereby workers perform on a single task or very few steps of a major production task, as when working on an assembly line.
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. - Financial decisions often determine the economic growth of a state, region, or nation. 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. The student will be able to: - Construct a budget for personal living that includes plans for both spending and saving. <i>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.</i> For example: Students might use a 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. Key Terminology: Choice- what someone must make when faced with two or more alternative uses for a resource, also an economic choice.
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. - The achievement of a nation's goals are often tied to its economic decision-making. The student will know: - The role of opportunity cost in economic decision making. - The benefits and consequences of credit and borrowing.

	The student will be able to: • Evaluate a loan and/or credit application to determine whether it is a good economic choice. • Evaluate an economic decision made by the United States up to Reconstruction in terms of costs and benefits. <i>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.</i>
Civics and Government	
Essential Standard: 5.C&G.1 Understand the development, structure and function of government in the United States.	
Concept(s): Government, Power, Limited Government	
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. • 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, the Enlightenment, the Roman Republic and Athenian democracy. Key Terminology: • Government- an institution that determines and enforces a society's laws. The size and nature of a government varies according to the society it governs.

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. • Branches of government often involve a complex system of checks and balances. The student will know: • Organizational structures of the branches of the United States government. • Constitutional powers of each branch of the United States government. • How each branch checks and balances the others. Key Terminology: • Branches of government- established in the United States Constitution to divide the power of government between legislative, executive and judicial branches.
5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.	The student will understand: • A nation’s founding documents reflect its basic principles. • A nation’s political documents are often shaped by philosophical theories. The student will know: • 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 flaws of the Articles of Confederation led to the development of the United States Constitution. • How The Federalist Papers argued for ratification of the United States Constitution. • How The Anti-Federalist Papers argued for a national Bill of Rights. Key Terminology: • Articles of Confederation-The first document created to govern the newly formed government after the American Revolution. It created a “firm league of friendship” among the 13 original states. The states agreed to send delegates to a Confederation Congress. Each state had one vote in Congress. • Federalist Papers- consists of 85 essays that were written and published during the years of 1787 and 1788 in several New York newspapers to ratify the proposed constitution. http://www.foundingfathers.info/federalistpapers/

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: • A nation's values and principles are reflected in its type of government system. • In a democratic republic, 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 in the founding documents of the United States. • Values and principles from other democracies (e.g., ancient Greece and Rome) influenced the formation of the United States government. • Reasons why groups are sometimes excluded in a democratic system.
5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).	The student will understand: • Democratic governments balance the rights of individuals with the common good. • The pursuit of the common good may conflict with the rights of individuals in a nation. The student will know: • 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." • Times in United States history when the rights of individuals have sometimes been secondary

	to achieving the needs of common good. Key Terminology: • Common Good-involves individual citizens having the commitment and motivation (that they accept as their obligation) to promote the welfare of the community (even if they must sacrifice their own time, personal preferences or money) to work together with other members for the greater benefit of all. • Bill of Rights-first ten amendments to the Constitution ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.
5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.	The student will understand: • The ideal of democracy are intended to protect the rights and privileges of citizens. • Democratic behaviors are often exhibited in a nation’s guiding documents. The student will know: • 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. • Example of rights and privileges of United States citizens (e.g., voting and running for office).
5.C&G.2.4 Explain why civic participation is important in the United States.	The student will understand: • Democratic governments may provide an opportunity for the voices of all individuals to be heard. • Democratic government is most effective when citizens actively participate. The student will know: • 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. • Historical examples and challenges 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, Migration, Cultural Diffusion, Region

Clarifying Objectives

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

Unpacking

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

The student will understand:

- Diverse groups contribute to the cultural, social, economic and political development of a nation.
- Nations and groups are often transformed through 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](#) prior to European arrival to the Americas.
- How culture and everyday life for American Indian groups was altered after Europeans came to America.

For example: The [Indian Removal Act of 1830](#), the [Trail of Tears](#), the [French and Indian War](#), the [impact of the horse](#) and [decimation of the buffalo](#).

Key Terminology:

- **Diversity**-variety in culture and ethnic background, race and belief is not only permissible but desirable and beneficial in a pluralistic society.
- **Cultural diffusion**- concerns the spread of culture, and the factors that account for it, such as migrations, trade, communications, and commerce.

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 cultural diffusion. The student will know: • Examples of borrowing and sharing of traditions and culture. • Examples of shared traditions and culture that can still be seen in their lives today.
5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.	The student will understand: • Movement of people, goods and ideas can be driven by factors such as a desire for wealth or scarcity of resources. • The movement of goods, ideas and people can transform the culture of a region. • Regions may experience differences in economic growth, political systems and social structures due to geographic and cultural diversity. For example: the 18th century Scots-Irish immigration to the American colonies The student will know: • Examples of settlement patterns and how they impacted a region culturally, politically and economically. • Why people move from one region to another within the United States. • Regions are the basic unit of study in geography that have a unifying characteristic (e.g., physical, human and economic) 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 Midwest was a rapidly expanding region of yeoman farmers. The Southwest was a booming frontier-like region with an expanding cotton economy. Finally, the South was characterized by the agricultural plantation system. Key Terminology: • Movement- the moving of people, ideas, information and products around the world.

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.

The student will understand:

- Elements of a group's culture can be expressed in various artistic ways.
- Cultural expressions can reveal the values, lifestyles, beliefs and struggles of diverse ethnic groups.

The student will know:

- The historical background of cultural narratives in order to understand the context of those narratives.
- Examples of diverse cultural narratives.

Key Terminology:

- **Ethnic group-** people who share a common cultural background, including ancestry and language.

APPENDIX A: KEY TERMINOLOGY

History:

- **Historical understanding**-requires that students engage in historical reasoning, listen to and read historical stories, narratives, and literature with meaning; think through cause and effect relationships; interview “old-timers” in their communities; analyze documents, photos, historical newspapers, and the records of the past, and construct time lines and historical narratives on their own.
- **Political Freedom**- the right to participate freely in the political process choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly.
- **Economic Freedom**-the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.
- **Social organization**- the rule-governed relationships of individuals and groups within a society that holds it together.
- **Economic development**-actions taken to improve the ability of people to more productively use capital, natural and human resources in the production of goods and services.
- **Political development**- the development of institutions, attitudes, and values that form the political power system of a society.
- **Social development**: Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, etc.
- **Founding Father**- a person who founds or establishes an important institution, esp. a member of the US Constitution Convention (1787).
- **Constitution**- the system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution. The fundamental law of the United States, framed in 1787, ratified in 1789, and variously amended since then.

- **Popular sovereignty**- the citizens are collectively the sovereign of the state and hold the ultimate authority over public officials and their policies.
- **Rule of Law**- principle that every member of a society, even a ruler, must follow the law.
- **Equal rights**- everyone should get the same treatment regardless of where their parents or grandparents were born, their race or religion, or how much money they have, citizens all have political, social, and economic equality.
- **Democracy**- a form of government in which political authority rests with the people and is exercised by all people, either directly or indirectly through their elected representatives.

Geography and Environmental Literacy:

- **Physical/natural characteristics of place**- the natural environment of a place such as water, minerals, land, and timber.
- **Human Characteristics of Place**- things that humans do to change the environment or natural surroundings (e.g. bridges, roads, and buildings).
- **Human Environment/Interaction**- how people adapt their lives to some environmental conditions; how people protect themselves from cold climates; how people will change their natural environment.
- **Push factors**- in migration theory, the social, political, economic and environmental forces that drive people from their previous location to search for new ones.
- **Pull factors**- in migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous location.

Economics and Financial Literacy:

- **Mercantilism**-an economic policy under which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they buy.

- **Market economy**- an economic system in which prices are determined by the free exchange of goods and services with minimum government interference.
- **Economic growth**- the change in the level of economic activity from one year to another.
- **Production**- the act of growing, making or manufacturing goods and services
- **Specialization**-the situation in which a nation produces a narrower range of goods and services than they consume/specialization in mass production occurs when a worker repeats a single operation over and over.
- **Division of labor**- The process whereby workers perform on a single task or very few steps of a major production task, as when working on an assembly line.
- **Choice**- what someone must make when faced with two or more alternative uses for a resource, also an economic choice.

Civics and Government:

- **Government**- an institution that determines and enforces a society's laws. The size and nature of a government varies according to the society it governs.
- **Branches of government**- established in the United States Constitution to divide the power of government between legislative, executive and judicial branches.
- **Articles of Confederation**-The first document created to govern the newly formed government after the American Revolution. It created a "firm league of friendship" among the 13 original states. The states agreed to send delegates to a Confederation Congress. Each state had one vote in Congress.
- **Federalist Papers**- consists of 85 essays that were written and published during the years of 1787 and 1788 in several New York voters to ratify the proposed constitution.

- **Common Good**-involves individual citizens having the commitment and motivation (that they accept as their obligation) to promote the welfare of the community (even if they must sacrifice their own time, personal preferences or money) to work together with other members for the greater benefit of all.
- **Bill of Rights**-first ten amendments to the Constitution ratified in 1791, these amendments limit governmental power and protect basic right and liberties of individuals.

Culture:

- **Diversity**-variety in culture and ethnic background, race and belief is not only permissible but desirable and beneficial in a pluralistic society.
- **Cultural diffusion**- concerns the spread of culture, and the factors that account for it, such as migrations, trade, communications, and commerce.
- **Movement**- the moving of people, ideas, information and products around the world
- **Ethnic group**- people who share a common cultural background, including ancestry and language.