

History Strand

Purpose of the Strand Map:

The North Carolina standards for Social Studies are organized around five disciplinary strands. The Strand Map outlines the vertical progression of objectives written to the History strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The History Strand Map is one of five disciplinary strand maps prepared for the North Carolina Social Studies standards. Each strand map is intended to serve as a tool for recognition of the major concepts and understandings students should be expected to know by the end of each grade band and high school course.

How to Read the Strand Map:

1. **Column one** - Identifies the grade or course
2. **Column two** - Identifies the objective listed for the strand of a grade or course
3. **Column three** - Identifies the concepts to be taught in each objective listed
 - The concepts in this column which appear in bolded font identify the first time a concept is introduced. It will not appear bolded again.
4. **Column four** - Identifies the major concepts, the conceptual themes common to a specific grade band, and the understanding(s) students should have by the end of a grade band or course. In the history and geography strands the skills that should be acquired by the end of a grade band are identified where applicable.

The History Strand Map:

Using the disciplinary lens of History requires students to be able to understand and evaluate change and continuity over time and to be able to make appropriate use of historical evidence in answering questions and developing arguments and points of view about the past. *Historical thinking* requires students to take into account the historical context in which evidence from the past occurred or was created. *Historical thinking* requires the consideration and comparison of multiple points of view of those present at the time. *Historical thinking* requires students to go beyond the topics and facts found in textbooks. *Historical thinking* requires students to examine historical records and artifacts for themselves; and to do so requires students to analyze and evaluate documents, journals, diaries, artifacts, historic sites, artwork, data, and other evidence from the past.

History Strand

Grade/ Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.H.1.1 Exemplify ways in which people change over time .	<ul style="list-style-type: none"> ● People ● Change ● Time 	GRADE K-2 Concepts <ul style="list-style-type: none"> ● History ● Change ● Historical Event ● Historical People Common Conceptual Threads <ul style="list-style-type: none"> ● History ● People ● Change
	K.H.1.2 Explain how various events have shaped history .	<ul style="list-style-type: none"> ● Event ● Shape ● History 	
	K.H.1.3 Compare life in the past to life today within the home, community , and around the world .	<ul style="list-style-type: none"> ● Life ● Home ● Community ● World 	

1st	1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various communities and communities around the world over time .	<ul style="list-style-type: none"> ● Experience ● Achievement ● People ● History ● Contribution ● Change ● Community ● World ● Time 	<p>Understandings</p> <ul style="list-style-type: none"> ● Peoples and places change over time. ● The historical contributions of people and events to communities locally and around the world. <p>Skill Development</p> <ul style="list-style-type: none"> ● Grade 1 is the first time students are expected to begin their formal introduction into using <i>primary and secondary sources</i> (historical documents, artifacts, etc.) to begin learning about and determining perspective.
	1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history .	<ul style="list-style-type: none"> ● Primary Source ● Secondary Source ● Multiple Perspective ● Event ● History 	
2nd	2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history .	<ul style="list-style-type: none"> ● Contribution ● Group ● History 	
	2.H.1.2 Explain ways in which various historical events have shaped American history .	<ul style="list-style-type: none"> ● Historical Event ● History 	
	2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources .	<ul style="list-style-type: none"> ● Perspective ● Time ● Primary Source ● Secondary Source 	
3rd	3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community .	<ul style="list-style-type: none"> ● Experience ● Achievement ● Group ● Development ● Local Community 	<p>GRADE 3-5</p> <p>Concepts</p> <ul style="list-style-type: none"> ● People ● Historical Event/Event ● Role ● Perspective ● Change ● Women ● Minority <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● People ● Historical Event/Event <p>Understandings</p> <ul style="list-style-type: none"> ● Significant people and events shape history and are often memorialized with monuments or other symbols ● Different groups of people, including women, other minorities, and indigenous populations have played significant roles in shaping
	3.H.1.2 Explain the lasting impact historical events have had on local communities .	<ul style="list-style-type: none"> ● Historical Event ● Local Community 	
	3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities .	<ul style="list-style-type: none"> ● Primary Source ● Secondary Source ● Interpretation ● Symbol ● Event ● Community 	
4th	4.H.1.1 Explain the ways in which minorities , indigenous groups , and marginalized people have contributed to change and innovation in North Carolina.	<ul style="list-style-type: none"> ● Minorities ● Indigenous Group ● Marginalized People ● Change ● Innovation 	
	4.H.1.2 Summarize the changing roles of women , indigenous populations	<ul style="list-style-type: none"> ● Role ● Women 	

	and racial groups throughout the history of North Carolina.	<ul style="list-style-type: none"> ● Racial Group ● Indigenous Population ● History 	<p>North Carolina and American history.</p> <p>Skill development</p> <ul style="list-style-type: none"> ● Grades 4 and Grade 5 expect for students to continue to build upon the use of primary and secondary sources to determine perspective.
	4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.	<ul style="list-style-type: none"> ● Revolution ● Reform ● Resistance 	
	4.H.1.4 Summarize the role North Carolina played in major conflicts and events in the history of America.	<ul style="list-style-type: none"> ● Role ● Conflict ● Event ● History 	
	4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.	<ul style="list-style-type: none"> ● Multiple Perspective ● Historical Event ● Primary Source ● Secondary Source 	
	4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives .	<ul style="list-style-type: none"> ● Significance ● Symbol ● Perspective 	
5th	5.H.1.1 Explain the ways in which women, minorities, indigenous groups, and marginalized people and groups have contributed to change in the United States.	<ul style="list-style-type: none"> ● Women ● Minorities ● Marginalized People ● Indigenous Group ● Group ● Change 	
	5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.	<ul style="list-style-type: none"> ● Role ● Women ● Group 	
	5.H.1.3 Explain the ways in which revolution, reform and resistance have shaped the United States.	<ul style="list-style-type: none"> ● Revolution ● Reform ● Resistance 	
	5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.	<ul style="list-style-type: none"> ● Conflict ● Event ● Development 	
	5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources .	<ul style="list-style-type: none"> ● Multiple Perspective ● Historical Event ● Primary Source ● Secondary Source 	
	5.H.1.6 Explain the significance of national symbols and traditions from various perspectives .	<ul style="list-style-type: none"> ● Symbol ● Tradition ● Perspective 	
6th	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.	<ul style="list-style-type: none"> ● Role ● Event ● People ● Group ● Rise ● Fall 	<p>GRADE 6-8</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Cause ● Civilization ● Impact/Influence

		<ul style="list-style-type: none"> ● Transformation ● Society 	<ul style="list-style-type: none"> ● Perspective/Historical Perspective ● Narrative ● Growth ● Group ● Innovation
	6.H.1.2 Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society .	<ul style="list-style-type: none"> ● Impact ● Achievement ● Civilization ● Relevance ● Society 	<p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Cause ● Impact/Influence ● Perspective <p>Understandings</p> <ul style="list-style-type: none"> ● Individuals and groups can cause change in a society through the influence of ideas, technology, and cooperative efforts. ● Individuals may often overcome oppression and injustice through resistance and resilience. ● Technology and innovation contribute to change in societies. <p>Skill development</p> <ul style="list-style-type: none"> ● Grade 6 and Grade 7 expects students to continue to build upon the use of primary and secondary sources by beginning to learn how to use competing historical narratives to interpret perspective. ● All students in grades 6-8 should be able to construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.
	6.H.1.3 Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources .	<ul style="list-style-type: none"> ● Multiple Perspective ● Event ● Civilization ● Primary Source ● Secondary Source 	
7th	7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact .	<ul style="list-style-type: none"> ● Turning Point ● Modern ● History ● Impact 	
	7.H.1.2 Summarize the influence women , indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues .	<ul style="list-style-type: none"> ● Influence ● Women ● Group ● Historical Event ● Global Issue 	
	7.H.1.3 Compare individual and societal responses to globalization in various regions and societies .	<ul style="list-style-type: none"> ● Individual Response ● Societal Response ● Globalization ● Region ● Society 	
	7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions , and groups from various perspectives .	<ul style="list-style-type: none"> ● Cooperative Effort ● Consensus-Building ● Nation ● Region ● Group ● Perspective 	
	7.H.1.5 Explain how slavery , xenophobia , disenfranchisement , ethnocentrism , and intolerance have affected individuals and groups in modern world history .	<ul style="list-style-type: none"> ● Slavery ● Xenophobia ● Disenfranchisement ● Ethnocentrism ● Intolerance ● Individual ● Group ● Modern ● History 	

8th	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation .	<ul style="list-style-type: none"> ● Cause ● Effect ● Conflict ● Nation 	
	8.H.1.2 Summarize how debate , negotiation , compromise , and cooperation have been used in the history of North Carolina and the nation .	<ul style="list-style-type: none"> ● Role ● Debate ● Negotiation ● Compromise ● Cooperation ● History ● Nation 	
	8.H.1.3 Explain how injustices and responses to those injustices have shaped NC and the nation over time .	<ul style="list-style-type: none"> ● Injustice ● Response ● Nation ● Time 	
	8.H.1.4 Explain how recovery , resistance , and resilience have shaped the history of North Carolina and the nation .	<ul style="list-style-type: none"> ● Recovery ● Resistance ● Resilience ● History ● Nation 	
	8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation .	<ul style="list-style-type: none"> ● Innovation ● Technology ● Change ● Nation 	
	8.CG.2.2 Summarize the issues addressed by societal reforms in North Carolina and the nation.		
	8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation .	<ul style="list-style-type: none"> ● Influence ● Individual ● Group ● Innovation ● Change ● Nation 	
American History	AH.H.1.1 Explain the causes and effects of various domestic conflicts in terms of race , gender , and political , economic , and social factors .	<ul style="list-style-type: none"> ● Cause ● Effect ● Domestic Conflict ● Race ● Gender ● Political Factor ● Economic Factor ● Social Factor 	GRADES 9-12 Concepts <ul style="list-style-type: none"> ● Cause/Causation ● Economic Factors ● Social Factors ● Geographic Factors ● Political Factors ● Turning Point ● Marginalized Group ● Minorities Common Conceptual Thread <ul style="list-style-type: none"> ● Power ● Policy/Law ● Group
	AH.H.1.2 Explain the causes and effects of various international conflicts/wars in terms of political , economic , and social factors .	<ul style="list-style-type: none"> ● Cause ● Effect ● International Conflict ● War ● Political Factor ● Economic Factor ● Social Factor 	

	AH.H.1.3 Differentiate the experience of war on groups and individuals in terms of contribution, sacrifice and opposition .	<ul style="list-style-type: none"> ● Experience ● War ● Group ● Individual ● Contribution ● Sacrifice ● Opposition 	<p>Understandings</p> <p>American History</p> <ul style="list-style-type: none"> ● Significant historical turning points can have multiple causes. ● Internal and external conflicts can shape the ways in which a nation develops. ● Economic, social, cultural, geographic, and political factors can change the direction of a nation's history. <p>Civic Literacy</p> <ul style="list-style-type: none"> ● When individuals and groups identify with the larger dominant group, those identifications can play a significant role in determining how a society develops. ● Cooperation and compromise may help establish individual and civil rights over time. <p>World History</p> <ul style="list-style-type: none"> ● Global interaction and cooperation can lead to policy decisions that can change society over time. ● The experiences and achievements of various individuals and groups can lead to innovations that facilitate change in society that lead to lasting achievements.
	AH.H.2.1 Explain how economic, social, and political interests have influenced the direction of American foreign policy .	<ul style="list-style-type: none"> ● Economic Interest ● Social Interest ● Political Interest ● Direction ● Foreign Policy 	
	AH.H.2.2 Critique the extent to which American interaction with other nations has achieved national and global, economic, social, and political goals .	<ul style="list-style-type: none"> ● Interaction ● Nation ● Goals 	
	AH.H.2.3 Distinguish the extent to which American foreign policy has advanced the interests of historically privileged groups over the interests of historically marginalized groups .	<ul style="list-style-type: none"> ● Foreign Policy ● Interest ● Privileged Group ● Marginalized Group 	
	AH.H.3.1 Deconstruct various turning points in terms of multiple causation .	<ul style="list-style-type: none"> ● Turning Point ● Causation 	
	AH.H.3.2 Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points .	<ul style="list-style-type: none"> ● Perspective ● Individual ● Group ● Turning Point ● Historical Empathy ● Contextualization 	
	AH.H.3.3 Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative .	<ul style="list-style-type: none"> ● Economic Factor ● Social Factor ● Geographic Factor ● Political Factor ● Turning Point ● Narrative 	
	AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people .	<ul style="list-style-type: none"> ● Historical Narrative ● Turning Point ● Individual ● Group ● Marginalized People 	
Civic Literacy	CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic .	<ul style="list-style-type: none"> ● Tension ● Power ● Authority ● Democratic Republic 	

	<p>CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.</p>	<ul style="list-style-type: none"> ● Competing Narratives ● Historical Development/Development ● Group
	<p>CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time including women, tribal, racial, religious, identity, and ability.</p>	<ul style="list-style-type: none"> ● Perspective ● Evolution ● Individual Rights ● Time ● Women ● Tribe ● Race ● Religion ● Identity ● Ability
	<p>CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.</p>	<ul style="list-style-type: none"> ● Impact ● Reform ● Social Movement ● Change
	<p>CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time.</p>	<ul style="list-style-type: none"> ● Experience ● Achievement ● Minority ● Marginalized People ● Protection ● Individual Rights ● “Equality And Justice For All” ● Time
	<p>CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.</p>	<ul style="list-style-type: none"> ● Individual ● Resistance ● Resilience ● Inequity ● Injustice ● Discrimination ● System ● Government ● Time
World History	<p>WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes.</p>	<ul style="list-style-type: none"> ● Turning Point ● History ● Cause ● Outcome
	<p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and</p>	<ul style="list-style-type: none"> ● Impact ● Experience ● Achievement ● Individual ● Group ● Background

	current global issues .	<ul style="list-style-type: none"> ● Historical Event ● Global Issues 	
	WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia , and racism impact human rights and social justice of various groups, tribes , and nations around the world , now and in the past.	<ul style="list-style-type: none"> ● Ethnocentrism ● Stereotype ● Xenophobia ● Racism ● Human Rights ● Social Justice ● Groups ● Tribe ● Nation ● World 	
	WH.H.1.4 Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism , and assimilation , now and in the past.	<ul style="list-style-type: none"> ● Challenge ● Indigenous Peoples ● Ethnic Group ● Tribal Group ● World ● Colonization ● Imperialism ● Assimilation 	

Geography Strand

Purpose of the Strand Map

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The Geography Strand Map

Geography is the study of the earth's physical environment and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures. Using the disciplinary lens of geography engages students in geographic thinking skills and provides opportunities for them to apply geographic knowledge and skills. Students engaged in geography are equipped to make better choices for themselves and help others act accordingly based on comprehensive data. This may be the opportunity for students to give a presentation to the school about the health of nearby trees, encouraging businesses to provide resources for a neighboring community, or helping the state change its energy or construction policies. Giving students the opportunities to geographically inquire and act upon the widespread intricacies of geography will help prepare them to become global citizens and leaders of our 21st century.

Geography Strand

Grade/ Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.G.1.1 Use maps, globes and/or digital representations to locate places in the classroom, school, community and around the world .	<ul style="list-style-type: none"> ● Digital Representation ● Location ● Place ● Community ● World 	GRADE K-2 Concepts <ul style="list-style-type: none"> ● People ● Place ● Environment

	K.G.1.2 Identify physical features of places using maps, globes and/or digital representations .	<ul style="list-style-type: none"> ● Physical Feature ● Place ● Digital Representation 	<ul style="list-style-type: none"> ● Location ● Movement ● Representations ● World ● Region <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● People ● Environment <p>Understandings</p> <ul style="list-style-type: none"> ● People impact places and the environment. ● The environment impacts the movement and location of people. ● The movement of people impacts the environment and place. <p>Skill Development</p> <ul style="list-style-type: none"> ● Kindergarten is the first time students are expected to begin their formal introduction into using <i>maps, globes, and digital representations</i> to begin learning about and determining location.
	K.G.1.3 Identify locations in the classroom , community and around the world with positional words.	<ul style="list-style-type: none"> ● Location ● Classroom ● Community ● World ● Position 	
	K.G.2.1 Explain ways people around the world use natural resources .	<ul style="list-style-type: none"> ● People ● World ● Natural Resource 	
	K.G.2.2 Explain how the environment influences people to move from place to place .	<ul style="list-style-type: none"> ● Environment ● People ● Movement ● Place 	
1st	1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world .	<ul style="list-style-type: none"> ● Landform ● Digital Representation ● Place ● World 	
	1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations .	<ul style="list-style-type: none"> ● Geographic Feature ● Digital Representation ● Symbol 	
	1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world .	<ul style="list-style-type: none"> ● Physical Environment ● People ● Region ● World 	
	1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world .	<ul style="list-style-type: none"> ● People ● Physical Environment ● Region ● World 	
2nd	2.G.1.1 Recognize absolute and relative location of various settlements , territories , and states in the development of the American nation.	<ul style="list-style-type: none"> ● Absolute Location ● Relative Location ● Settlement ● Territory ● State ● Development 	
	2.G.1.2 Explain how the environment has impacted settlement across America.	<ul style="list-style-type: none"> ● Environment ● Settlement 	

	2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.	<ul style="list-style-type: none"> ● Movement ● People ● Good ● Idea ● Regional Development 	
3rd	3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities .	<ul style="list-style-type: none"> ● Absolute Location ● Relative Location ● Place ● Development ● Community 	GRADE 3-5 Concepts <ul style="list-style-type: none"> ● Place ● Location ● Movement ● Geography ● Region ● People Common Conceptual Thread <ul style="list-style-type: none"> ● Movement ● Geography ● Place ● People Understandings <ul style="list-style-type: none"> ● Geography and place impact the movement of people within local communities, the state, and our nation. ● The movement of people impacts geography within local communities, the state and our nation. Skill Development <ul style="list-style-type: none"> ● Grades 4 and 5 expect for students to continue to build upon the use of using <i>maps, globes, and digital representations</i> to determine location.
	3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region .	<ul style="list-style-type: none"> ● Climate ● Physical Characteristic ● People ● Place ● Region 	
	3.G.1.3 Explain how the movement of goods, people, and ideas is impacted by the geography of a place or region .	<ul style="list-style-type: none"> ● Movement ● Goods ● People ● Ideas ● Geography ● Place ● Region 	
4th	4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations .	<ul style="list-style-type: none"> ● Development ● Geography ● Region ● Geographic Tool ● Representation 	
	4.G.1.2 Exemplify the ways in which movement of people, goods, and ideas on the development of North Carolina using maps and other geographic tools .	<ul style="list-style-type: none"> ● Movement ● People ● Goods ● Ideas ● Development ● Geographic Tools 	
	4.G.1.3 Summarize reasons for forced and voluntary migration to, from, and within North Carolina.	<ul style="list-style-type: none"> ● Reason ● Forced Migration ● Voluntary Migration 	
5th	5.G.1.1 Explain the relationship between location, physical environment and human activity in the United States.	<ul style="list-style-type: none"> ● Relationship ● Location ● Physical Environment ● Human Activity 	
	5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to change in the landscape of the United States, using maps.	<ul style="list-style-type: none"> ● Voluntary Migration ● Forced Migration ● Slavery ● Change ● Landscape 	

	<p>5.G.1.3 Explain how technological innovation has impacted the geography of the United States.</p>	<ul style="list-style-type: none"> ● Technological Innovation ● Geography 	
	<p>5 G 1.4 Explain reasons for forced and voluntary migration to, from, and within the United States.</p>	<ul style="list-style-type: none"> ● Reason ● Forced Migration ● Voluntary Migration 	
6th	<p>6.G.1.1 Compare how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.</p>	<ul style="list-style-type: none"> ● Human Characteristic ● Physical Characteristic ● Migration ● Settlement ● Region 	<p>GRADES 6-8:</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Civilization ● Society ● Movement ● Settlement ● Migration ● Environment <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Movement ● Migration ● People ● Location ● Place ● Environment <p>Understandings</p> <ul style="list-style-type: none"> ● Location and place may impact the movement and migration of people. ● The development of civilizations and societies impacts the environment.
	<p>6.G.1.2 Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas..</p>	<ul style="list-style-type: none"> ● Movement ● Settlement Pattern ● Development ● Civilization ● Empire ● Society 	
	<p>6.G.1.3 Explain how innovation and technology influenced the migration and settlement of people, and the flow of goods, and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.</p>	<ul style="list-style-type: none"> ● Innovation ● Technology ● Migration ● Settlement ● Goods ● People ● Ideas ● Civilization ● Empire 	
	<p>6.G.1.4 Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.</p>	<ul style="list-style-type: none"> ● Society ● Environment ● Topography ● Climate ● Natural Resources 	
7th	<p>7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p>	<ul style="list-style-type: none"> ● Push-Pull Factor ● Forced Migration ● Voluntary Migration ● Society ● World 	
	<p>7.G.1.2 Explain why societies modify and adapt to the environment.</p>	<ul style="list-style-type: none"> ● Society ● Environment 	
	<p>7.G.1.3 Explain the influence of demographic shifts on societies using geographic tools and data.</p>	<ul style="list-style-type: none"> ● Influence ● Demographic Shift ● Society ● Geographic Tool ● Data 	
8th	<p>8.G.1.1 Summarize the human and physical characteristics of North Carolina in the nation.</p>	<ul style="list-style-type: none"> ● Human Characteristic 	

		<ul style="list-style-type: none"> ● Physical Characteristic ● Nation 	
	8.G.1.2 Explain how location , resources , and human geography have influenced the development of North Carolina in the nation .	<ul style="list-style-type: none"> ● Location ● Resources ● Human Geography ● Development ● Nation 	
	8.G.1.3 Explain how location and human geography have presented opportunities and challenges for the movement of people , goods , and ideas in North Carolina and the nation .	<ul style="list-style-type: none"> ● Location ● Human Geography ● Opportunity ● Challenge ● Movement ● People ● Goods ● Idea ● Nation 	
	8.G.1.4 Explain the reasons for and effects of voluntary and involuntary migration of various groups in North Carolina and the nation .	<ul style="list-style-type: none"> ● Reasons ● Effect ● Voluntary Migration ● Involuntary Migration ● Groups 	
	8.G.1.5 Explain how geographic expansion has impacted the development of North Carolina and the nation .	<ul style="list-style-type: none"> ● Geographic Expansion ● Development ● Nation 	
American History	AH.G.1.1 Explain how environmental, technological, cultural , and economic factors influenced population distribution and patterns of migration and immigration .	<ul style="list-style-type: none"> ● Environmental Factor ● Technological Factor ● Cultural Factor ● Economic Factor ● Population Distribution ● Migration Pattern ● Immigration Pattern 	<p>Grades 9-12:</p> <p>These high school courses are independent, stand alone courses and are not designed to build upon or support the understandings of other courses.</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Migration ● Movement ● Environment ● Government ● Patterns <p>Understandings</p> <p>American History</p> <ul style="list-style-type: none"> ● Movement and migration may impact legislation and public policy and the environment <p>Civics Literacy</p> <ul style="list-style-type: none"> ● Policy and legislation may impact movement
	AH.G.1.2 Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America.	<ul style="list-style-type: none"> ● Geographic Conditions ● Expansion ● Opportunity ● Challenge ● Development 	
	AH.G.1.3 Explain the reasons for and effects of forced and voluntary migration on societies , individuals and groups over time .	<ul style="list-style-type: none"> ● Reason ● Effect ● Forced Migration ● Voluntary Migration ● Society ● Individual ● Group ● Time 	

	AH.G.1.4 Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture .	<ul style="list-style-type: none"> ● Slavery ● Forced Migration ● Immigration ● Reconcentration ● Discriminatory Practice ● Population Distribution ● Regional Culture 	World History <ul style="list-style-type: none"> ● Immigration patterns and trends can lead to national and global demographic shifts.
Civic Literacy	CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration , and the environment .	<ul style="list-style-type: none"> ● Views ● Freedom ● Equality ● Public Policy ● Legislation ● Issue ● Immigration ● Migration ● Environment 	
	CL.G.1.2 Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States.	<ul style="list-style-type: none"> ● Geopolitical ● Environmental Factor ● Civic Participation ● Voting ● Region 	
	CL.G.1.3 Exemplify how the United States interacts with international governments to navigate global environmental issues .	<ul style="list-style-type: none"> ● Region ● Global ● Environmental Issues ● Government 	
World History	WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery , and settlement on empires, societies and indigenous populations around the world , now and in the past.	<ul style="list-style-type: none"> ● Reason ● Effect ● Immigration ● Migration ● Settlement ● Empire ● Society ● Slavery ● Indigenous Populations ● World 	
	WH.G.1.2 Distinguish the relationship between movement, technology , and innovation in terms of cultural diffusion on societies , now and the past.	<ul style="list-style-type: none"> ● Relationship ● Movement ● Technology ● Innovation ● Cultural Diffusion ● Society 	

	WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences , now and in the past.	<ul style="list-style-type: none"> ● Relationship ● Demographic Shift ● Environment ● Consequence 	
	WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences , now and in the past.	<ul style="list-style-type: none"> ● Technological Innovation ● Human-Environment Interaction ● Consequence 	

Economics Strand

Purpose of the Strand Map:

The North Carolina standards for Social Studies are organized around five disciplinary strands. The Strand Map outlines the vertical progression of objectives written to the Economics strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The Economics Strand Map is one of five disciplinary strand maps prepared for the North Carolina Social Studies standards. Each strand map is intended to serve as a tool for recognition of the major concepts and understandings students should be expected to know by the end of each grade band and high school course.

How to Read the Strand Map:

1. **Column one** - Identifies the grade or course
2. **Column two** - Identifies the objective listed for the strand of a grade or course
3. **Column three** - Identifies the concepts to be taught in each objective listed
 - The concepts in this column which appear in bolded font identify the first time a concept is introduced. It will not appear bolded again.
4. **Column four** - Identifies the major concepts, the conceptual themes common to a specific grade band, and the understanding(s) students should have by the end of a grade band or course.

The Economic Strand Map:

Economics, in the context of the K-12 Social Studies Program in North Carolina is, at its foundation, focused on making sound decisions both on an individual level as well as to support the common good. In the elementary grades, emphasis should be placed on developing a basic understanding of such economic concepts as needs and wants, exchange of goods and services, allocation of resources and effective decision-making. During middle grades, students gain a greater understanding of economic principles by applying basic concepts to decision-making at the personal, local, state, national, and international levels. When students reach high school, they begin to refine their economic understanding by applying knowledge and skills to determine how individuals, governments, and economic institutions function that leads to economic growth or decline. By the time students graduate from high school, they should have acquired the requisite knowledge, skills, and understandings to become an effective citizen who could be considered economically fit for civic life.

Economic Strand

Grade/ Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.E.1.1 Differentiate between needs and wants .	<ul style="list-style-type: none"> ● Need ● Want 	GRADE K-2 Concepts <ul style="list-style-type: none"> ● Need and Want ● Good and Service ● Scarcity ● Choice ● Decision
	K.E.1.2 Differentiate between goods and services .	<ul style="list-style-type: none"> ● Goods ● Services 	
1st	1.E.1.1 Distinguish the relationship between scarcity and limited resources .	<ul style="list-style-type: none"> ● Relationship ● Scarcity ● Resource 	

	1.E.1.2 Recognize the relationship between supply and demand .	<ul style="list-style-type: none"> ● Relationship ● Supply and demand 	<ul style="list-style-type: none"> ● Spending ● Production <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Goods ● Service ● Scarcity ● Decision <p>Understandings</p> <ul style="list-style-type: none"> ● Scarcity and Resources impact economic decisions and choices. ● Meeting the needs and wants of individuals is determined by the amount of available resources.
	1.E.1.3 Exemplify how supply and demand affect the choices people make.	<ul style="list-style-type: none"> ● Supply and Demand ● Choice ● People 	
	1.E.1.4 Summarize reasons why countries trade goods and services .	<ul style="list-style-type: none"> ● Reason ● Country ● Goods ● Services 	
2nd	2.E.1.1 Explain how scarcity affects economic decisions .	<ul style="list-style-type: none"> ● Scarcity ● Economic Decision 	
	2.E.1.2 Explain how the availability of resources impacts the production of goods .	<ul style="list-style-type: none"> ● Availability ● Resource ● Goods ● Production 	
3rd	3.E.1.1 Explain how entrepreneurship develops local communities .	<ul style="list-style-type: none"> ● Entrepreneurship ● Local Community 	<p>GRADES 3-5</p> <p>Concepts</p> <ul style="list-style-type: none"> ● Entrepreneurship ● Resource ● Production and Consumption ● Good ● Supply and Demand ● Choice ● Spending and Saving <p>Conceptual Threads</p> <ul style="list-style-type: none"> ● Supply and Demand ● Choice ● Spending and Saving ● Decision <p>Understandings</p> <ul style="list-style-type: none"> ● Availability of resources, production, and supply and demand affect choices people make and impact economic growth and decline. ● Production and supply and demand are influenced by the availability of resources. ● Positive and negative outcomes of personal financial decisions
	3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities .	<ul style="list-style-type: none"> ● Natural Resources ● Region ● Production ● Consumption ● Goods ● Community 	
	3.E.1.3 Summarize the role supply and demand play in the local economies .	<ul style="list-style-type: none"> ● Supply ● Demand ● Economy 	
4th	4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.	<ul style="list-style-type: none"> ● Scarcity ● Economic Decisions 	
	4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries .	<ul style="list-style-type: none"> ● Factors ● Economic Growth ● Decline ● Industry 	
	4.E.1.3 Determine ways in which factors of production are influenced by the availability of resources in North Carolina.	<ul style="list-style-type: none"> ● Factors of Production ● Resource 	
	4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life .	<ul style="list-style-type: none"> ● Financial Decision ● Spending ● Saving ● Life 	
	4.E.2.2 Exemplify outcomes of positive and negative financial decisions .	<ul style="list-style-type: none"> ● Outcome ● Financial Decision 	

5th	5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history .	<ul style="list-style-type: none"> ● Factor ● Economic Growth ● Decline ● Time ● History 	
	5.E.1.2 Compare economic decisions in terms of benefits and consequences .	<ul style="list-style-type: none"> ● Economic Decision ● Benefit ● Consequence 	
	5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.	<ul style="list-style-type: none"> ● Production ● Specialization ● Technology ● Division of Labor ● Economic Growth 	
	5.E.1.4 Summarize the role of trade between the United States and other countries .	<ul style="list-style-type: none"> ● Role ● Trade ● Country 	
	5.E.2.1 Explain the way in which personal financial decisions affect everyday life .	<ul style="list-style-type: none"> ● Financial Decision ● Life 	
	5.E.2.2 Explain the importance of developing a basic budget for spending and saving .	<ul style="list-style-type: none"> ● Budget ● Spending ● Saving 	
	5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States .	<ul style="list-style-type: none"> ● Decisions ● Economic Growth ● Economic Decline 	
6th	6.E.1.1 Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.	<ul style="list-style-type: none"> ● Trade Route ● Economic Network ● Development ● Civilization ● Empire ● Society 	GRADES 6-8 Concepts <ul style="list-style-type: none"> ● Network ● System ● Economic Activity ● Economic System ● Financial Practice ● Economic Decision ● Competition ● Growth ● Decline ● Business ● Industry ● Trade
	6.E.1.2 Explain the economic reasons for the rise and fall of powerful civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.	<ul style="list-style-type: none"> ● Economic Reason ● Civilization ● Rise ● Fall ● Empire ● Society 	
7th	7.E.1.1 Explain the factors and conditions that contribute to the development of economic systems .	<ul style="list-style-type: none"> ● Factor ● Condition ● Economic System ● Development 	Common Conceptual Thread <ul style="list-style-type: none"> ● Trade ● Growth ● Decline ● Economic Decision ● Economic System
	7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies .	<ul style="list-style-type: none"> ● Economic Decision ● Interdependence ● Society 	

	7.E.1.3 Summarize the economic activity fostered by various economic systems .	<ul style="list-style-type: none"> ● Economic Activity ● Economic System 	Understandings <ul style="list-style-type: none"> ● Economic factors and decisions impact economic systems, societies, individuals, communities & businesses. ● Industry and trade impact the economy and economic growth and decline.
	7.E.1.4 Explain how competition for resources affects the economic relationship among nations .	<ul style="list-style-type: none"> ● Competition ● Resource ● Economic Relationship ● Nation 	
	7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life .	<ul style="list-style-type: none"> ● Economic System ● Transformation ● Region ● World ● Indigenous ● Ways of Life 	
8th	8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, communities & businesses in North Carolina and the nation .	<ul style="list-style-type: none"> ● Economic Growth ● Economic Decline ● Individual ● Community ● Business ● Nation 	
	8.E.1.2 Explain how industry and trade impact the economy of North Carolina and the nation .	<ul style="list-style-type: none"> ● Industry ● Trade ● Economy ● Nation 	
	8.E.1.3 Distinguish the role women, indigenous groups and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality , and mobility .	<ul style="list-style-type: none"> ● Women ● Group ● Racial Minority ● Economic Prosperity ● Equity ● Equality ● Mobility 	
	8.E.1.4 Exemplify ways personal financial decision making influences the economy .	<ul style="list-style-type: none"> ● Personal Financial Decision Making ● Economy 	
American History	AH.E.1.1 Deconstruct multiple perspectives of American capitalism in terms of affluence, poverty , and mobility .	<ul style="list-style-type: none"> ● Multiple Perspective ● Capitalism ● Affluence ● Poverty ● Mobility 	GRADES 9-12: These high school courses are independent, stand alone courses and are not designed to build upon or support the understandings of other courses. Common Conceptual Thread <ul style="list-style-type: none"> ● Economic Policy ● Economic Decisions ● Power ● System
	AH.E.1.2 Explain how the relationships between entrepreneurship, management, labor and consumers have impacted the quality of life in American society .	<ul style="list-style-type: none"> ● Relationship ● Entrepreneurship ● Management ● Labor ● Consumers ● Quality of Life ● Society 	

	AH.E.1.3 Explain the causes of economic expansion and retraction and the impacts on the American people .	<ul style="list-style-type: none"> ● Cause ● Economic Expansion ● Economic Retraction ● Impact ● People 	<p>Understandings</p> <p>American History</p> <ul style="list-style-type: none"> ● Economic decisions and policies impact affluence, poverty and mobility in America. <p>Civic Literacy</p> <ul style="list-style-type: none"> ● Economic policy decisions of state and federal governments can lead to changes in lifestyle and may have positive or negative consequences. <p>World History</p> <ul style="list-style-type: none"> ● Economic decisions and policies have contributed to dependence and interdependence of global economic systems.
	AH.E.1.4 Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same benefits .	<ul style="list-style-type: none"> ● Group ● Society ● Economic Policy ● Benefit 	
	AH.E.1.5 Distinguish the role women and racial minorities have played in contributing to the economic prosperity of American society in terms of equity, equality , and mobility .	<ul style="list-style-type: none"> ● Role ● Women ● Racial Minority ● Economic Prosperity ● Society ● Equity ● Equality ● Mobility 	
Civic Literacy	CL.E.1.1 Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status , and quality of life of individuals living in America.	<ul style="list-style-type: none"> ● Role ● Government ● Economic Decision-Making ● Economic Mobility ● Status ● Quality of Life ● Individual 	
	CL.E.1.2 Summarize the role of the United States and North Carolina in the world economy .	<ul style="list-style-type: none"> ● Role ● World Economy 	
World History	WHE.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies and/or nations , now and in the past.	<ul style="list-style-type: none"> ● Desire ● Resource ● Global Interaction ● Economic Interdependence ● Empire ● Society ● Nation 	
	WHE.1.2 Explain the influence of economic interdependence on the development, interactions , and transformation of empires, societies, nations , and regions , now and in the past.	<ul style="list-style-type: none"> ● Influence ● Economic Interdependence ● Development ● Interaction ● Transformation ● Empire ● Society ● Nation 	

		<ul style="list-style-type: none"> ● Region 	
	W.H.E.1.3 Compare how empires, groups and nations have used economic decisions and policies to gain or maintain power , now and in the past.	<ul style="list-style-type: none"> ● Empire ● Nation ● Group ● Economic Decision ● Economic Policy ● Power 	
	W.H.E.1.4 Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world .	<ul style="list-style-type: none"> ● Economic Policy ● Interdependence ● National Sovereignty ● Tribal Sovereignty ● Region ● World 	

Civics and Government Strand

Purpose of the Strand Map:

The North Carolina standards for Social Studies are organized around five disciplinary strands. The Strand Map outlines the vertical progression of objectives written to the Civics & Government strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The Civics & Government Strand Map is one of five disciplinary strand maps prepared for the North Carolina Social Studies standards. Each strand map is intended to serve as a tool for recognition of the major concepts and understandings students should be expected to know by the end of each grade band and high school course.

How to Read the Strand Map:

1. **Column one** - Identifies the grade or course
2. **Column two** - Identifies the objective listed for the strand of a grade or course
3. **Column three** - Identifies the concepts to be taught in each objective listed
 - The concepts in this column which appear in bolded font identify the first time a concept is introduced. It will not appear bolded again.
4. **Column four** - Identifies the major concepts, the conceptual themes common to a specific grade band, and the understanding(s) students should have by the end of a grade band or course. In the history and geography strands the skills that should be acquired by the end of a grade band are identified where applicable.

The Civics & Government Strand Map:

Civics is the study of how people participate in a governing society. The civics component of the civics and government strand focuses on civic life and actions, which are defined as the public life of a citizen concerned with the affairs of the nation and community around them. The study of government deals with systems of governance, and the analysis of political activities, political thoughts, and political behavior. The study of government is also called political science. It is important because it allows students to understand the individual's role in a system of government as citizens and to understand the ways in which a government operates. Defining and understanding current day issues will assist in the citizen's responsibility to make decisions, choices and judgments based on information and evidence in the Founding Principles, United States Constitution and North Carolina Constitution. Studying standards through the lens of the civics and government strand helps students become well-informed citizens who can make knowledgeable choices about voting, legislative issues, policy making, and how to participate in the system of government in which they live.

Civics and Government Strand

Grade/ Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.C&G.1.1 Explain why people follow rules in the classroom , school , and community .	<ul style="list-style-type: none"> ● People ● Rule ● Classroom ● School ● Community 	Grades K-2 Concepts <ul style="list-style-type: none"> ● Rules ● Government ● Community ● Authority ● Rights
	K.C&G.1.2 Exemplify ways people follow rules in the classroom , school , and community .	<ul style="list-style-type: none"> ● People ● Rule ● Classroom 	

		<ul style="list-style-type: none"> ● School ● Community 	<ul style="list-style-type: none"> ● Democracy <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Rules ● Rights ● Government <p>Understandings</p> <ul style="list-style-type: none"> ● Individuals play a role in shaping their community and government. ● Government and authority should help make people's lives better and protect their rights
	K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school , and community .	<ul style="list-style-type: none"> ● Consequence ● Rule ● Classroom ● School ● Community 	
	K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities .	<ul style="list-style-type: none"> ● Procedure ● People ● Work ● Improvement ● Classroom ● Community 	
1st	1.C&G.1.1 - Exemplify ways in which individuals and groups play a role in shaping communities .	<ul style="list-style-type: none"> ● Individual ● Group ● Role ● Community 	
	1.C&G.1.2 - Exemplify ways individuals and groups contribute to the making of rules and laws .	<ul style="list-style-type: none"> ● Individual ● Group ● Rule ● Law 	
	1.C&G.1.3 - Identify the differences between rights and responsibilities of citizens in various communities .	<ul style="list-style-type: none"> ● Difference ● Rights ● Responsibility ● Citizen ● Community 	
	1.C&G.1.4 - Compare various processes or strategies people can use to improve communities .	<ul style="list-style-type: none"> ● Process ● Strategy ● People ● Community 	
2nd	2.C&G.1.1 Explain how principles of democracy have shaped the government of America.	<ul style="list-style-type: none"> ● Principle ● Democracy ● Government 	
	2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.	<ul style="list-style-type: none"> ● Government ● Freedom ● Equality ● Individual 	
	2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.	<ul style="list-style-type: none"> ● Structure ● Function ● Government 	
	2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality .	<ul style="list-style-type: none"> ● Group ● Freedom ● Equality 	
3rd	3.C&G.1.1 - Compare the structure and function of both state and local	<ul style="list-style-type: none"> ● Structure ● Function 	Grades 3-5

	government.	<ul style="list-style-type: none"> ● Government 	Concepts <ul style="list-style-type: none"> ● Roles ● Responsibilities ● State Government ● Local Government Common Conceptual Thread <ul style="list-style-type: none"> ● Structure ● Function ● State Government ● Local Government Understandings <ul style="list-style-type: none"> ● Groups and individuals may influence state and local governments. ● Rights and responsibilities of individuals are reflected in the constitution. ● The structure, function, roles and responsibilities of government
	3.C&G.1.2- Classify the roles and responsibilities of leaders in state and local government .	<ul style="list-style-type: none"> ● Role ● Responsibility ● Leader ● Government 	
	3.C&G.1.3- Compare how state, local, and tribal governments help solve problems within communities .	<ul style="list-style-type: none"> ● Government ● Problem ● Community 	
4th	4.C&G.1.1 Compare the roles and responsibilities of state elected leaders .	<ul style="list-style-type: none"> ● Roles ● Responsibility ● Elected Leader 	
	4.C&G.1.2 Summarize ways in which women , indigenous, religious, and racial groups influence local and state government .	<ul style="list-style-type: none"> ● Women ● Group ● Local Government ● State Government 	
	4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	<ul style="list-style-type: none"> ● Rights ● Responsibility 	
5th	5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate .	<ul style="list-style-type: none"> ● Role ● Responsibility ● Government ● Cooperation 	
	5.C&G.1.2 Explain how the three branches of government work together to establish freedom , equality , and justice .	<ul style="list-style-type: none"> ● Government ● Freedom ● Equality ● Justice 	
	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 .	<ul style="list-style-type: none"> ● Women ● Group ● Civic Participation ● Advocacy ● Government Protection ● Rights 	
	5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	<ul style="list-style-type: none"> ● Rights ● Protection 	
6th	6.C&G.1.1 Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> ● Structure ● Government/Governmental Systems ● Civilization ● Society 	Grades 6-8 Concepts <ul style="list-style-type: none"> ● Structure ● Origins or Foundings ● Laws

	6.C&G. 1.2 Compare how different types of government maintain power and authority .	<ul style="list-style-type: none"> ● Government ● Power ● Authority 	<ul style="list-style-type: none"> ● Religious Beliefs ● Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Origin/Founding ● Structure ● Function ● Government <p>Understandings</p> <ul style="list-style-type: none"> ● Beliefs and ideas help shape government and society. ● Governments can be based on the ideal and beliefs of the society from which they form or from outside influences.
	6.C&G. 1.3 Compare the requirements for citizenship under various civilizations, empires, and societies .	<ul style="list-style-type: none"> ● Requirement ● Citizenship ● Civilization ● Empire ● Society 	
	6.C&G. 1.4 Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> ● Evolution ● Law ● Legal System ● Civilization ● Empire ● Society 	
	6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> ● Beliefs ● Practice ● Power ● Authority ● Civilization ● Empire ● Society 	
	6.C&G.1.6 Explain the reasons for the rise and fall of governments and authority in civilizations, and empires , of Africa, Asia, Europe, and the Americas.	<ul style="list-style-type: none"> ● Reason ● Rise ● Fall ● Government ● Authority ● Civilization ● Empire 	
7th	7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change .	<ul style="list-style-type: none"> ● Power ● Authority ● Government ● Conflict ● Change 	
	7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government .	<ul style="list-style-type: none"> ● Conflict ● Religious Thought ● Secular Thought ● Religious Practice ● Secular Practice ● Change ● Government 	
	7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens .	<ul style="list-style-type: none"> ● Change ● Modern Government ● Benefit 	

		<ul style="list-style-type: none"> ● Costs ● Citizen 	
	7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions .	<ul style="list-style-type: none"> ● Idea ● Change ● Political Thought ● Nation ● Society ● Region 	
8th	8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of our state and national government .	<ul style="list-style-type: none"> ● Democratic Ideals ● Document ● Government 	
	8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation .	<ul style="list-style-type: none"> ● Decision ● Government ● Democratic Ideals ● Nation 	
	8.C&G.1.3 Critique the policies, laws and government structures of North Carolina and the nation in terms of fulfilling American democratic ideals .	<ul style="list-style-type: none"> ● Policy ● Law ● Government Structure ● Democratic Ideals 	
	8.C&G.1.4 Compare different perspectives on the role of state, national and tribal governments .	<ul style="list-style-type: none"> ● Perspective ● Role ● State Government ● National Government ● Tribal Government 	
	8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation .	<ul style="list-style-type: none"> ● Access ● Democratic Rights ● Freedom ● Group ● Nation 	
	8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation .	<ul style="list-style-type: none"> ● Issue ● Strategy ● Societal Reform ● Discrimination ● Oppression ● Nation 	
	8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact they had on individuals, policies and institutions in North Carolina and the nation .	<ul style="list-style-type: none"> ● Reform ● Individual ● Policy ● Institution ● Nation 	
American History	AH.C&G.1.1 Explain how various views on freedom and equality contributed to the development of	<ul style="list-style-type: none"> ● Freedom ● Equality ● Development 	Grades 9-12: These high school courses are independent,

	American political thought and system of government .	<ul style="list-style-type: none"> ● Political Thought ● System of Government 	<p>stand alone courses and are not designed to build upon or support the understandings of other courses.</p> <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> ● Freedom ● Equality ● Government Systems/Levels <p>Understandings</p> <ul style="list-style-type: none"> ● American History <ul style="list-style-type: none"> ○ Governments may use power to expand or restrict freedom, equality and rights. ○ Minorities and marginalized groups often challenge leaders and governments to make societies more equitable. ● Civic Literacy <ul style="list-style-type: none"> ○ The founding principles have influenced policies, laws, and decisions. ○ The function and role of the local, state, and American system of government. ○ Citizenship and civic participation can impact the structure and function of local, state, and national government ○ Minorities and marginalized groups often challenge leaders and governments to make societies more equitable. ○ Minorities and marginalized groups often challenge the founding principles of a nation in an attempt to force governments to live up to those principles. ● World History <ul style="list-style-type: none"> ○ Governments play a role in the creation and resolution of conflict around the world. ○ Individuals, groups, and governments may contribute to the expansion or restriction of freedom and equality. ○ Minorities and marginalized groups often challenge the founding principles of a nation in an attempt to force governments to live up to those principles.
	AH.C&G.1.2 Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people .	<ul style="list-style-type: none"> ● Levels Of Government ● Power ● Expansion ● Restriction ● Freedom ● Equality ● People 	
	AH.C&G.1.3 Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality .	<ul style="list-style-type: none"> ● Individual ● Group ● Strategize ● Organize ● Advocate ● Protest ● Expansion ● Restriction ● Freedom ● Equality 	
	AH.C&G.1.4 Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.	<ul style="list-style-type: none"> ● Racism ● Oppression ● Discrimination ● Indigenous Peoples ● Racial Minorities ● Marginalized Group ● Equality ● Power 	
	AH.C&G.2.1 Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing compromise .	<ul style="list-style-type: none"> ● Decision ● Leader ● Conflict ● Compromise 	
	AH.C&G. 2.2 Explain the development and realignment of political parties as reflected in key elections .	<ul style="list-style-type: none"> ● Development ● Realignment ● Political Party ● Election 	
	AH.C&G.2.3 Deconstruct changes in the balance of power between local, state and federal government in terms of conflict and compromise .	<ul style="list-style-type: none"> ● Change ● Balance Of Power ● Government ● Conflict ● Compromise 	
Civic Literacy	CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents .	<ul style="list-style-type: none"> ● Influence ● Founding Principles ● Decision 	

		<ul style="list-style-type: none"> ● Primary Source ● Secondary Source ● Document
	CL.C&G.1.2 Critique the consistency with which federal policies , state policies , and Supreme Court decisions have upheld the founding principles .	<ul style="list-style-type: none"> ● Consistency ● Policy ● Decision ● Founding Principles
	CL.C&G.2.1 Compare how national, state, and local governments maintain order, security , and protect individual rights .	<ul style="list-style-type: none"> ● Government ● Order ● Security ● Individual Rights ● Protection
	CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government .	<ul style="list-style-type: none"> ● Principle ● Federalism ● Action ● Government
	CL.C&G.2.3 Differentiate between the types of local governments in order to understand the role, powers , and functions each plays within an intergovernmental system .	<ul style="list-style-type: none"> ● Government ● Role ● Power ● Function ● Intergovernmental System
	CL.C&G.2.4 Compare the federal government of the United States to various forms of government around the world in terms of balancing security and protection of rights .	<ul style="list-style-type: none"> ● Government ● World ● Security ● Protection ● Rights
	CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties , and privileges of citizens .	<ul style="list-style-type: none"> ● Citizenship ● Civic Participation ● Responsibility ● Duty ● Privilege ● Citizen
	CL.C&G.3.2 Compare strategies used by individuals to address discrimination, segregation, disenfranchisement ,	<ul style="list-style-type: none"> ● Strategy ● Individual ● Discrimination ● Segregation

	<p>reconcentration, and other discriminatory practices that have existed in the United States.</p>	<ul style="list-style-type: none"> ● Disenfranchisement ● Reconcentration ● Discriminatory Practice
	<p>CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization.</p>	<ul style="list-style-type: none"> ● Change ● Process ● Perception ● Interpretation ● Citizenship ● Naturalization
	<p>CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments.</p>	<ul style="list-style-type: none"> ● Citizenship ● Constitutional Democracy ● Democracy ● Membership ● Government
	<p>CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States.</p>	<ul style="list-style-type: none"> ● System ● Political Landscape
	<p>CL.C&G.3.6 Distinguish the relationship between the media and government in terms of the responsibility to inform the American public.</p>	<ul style="list-style-type: none"> ● Relationship ● Media ● Government ● Responsibility ● Public
	<p>CL.C&G.3.7 Assess the effectiveness of the election process at the national, state and local levels.</p>	<ul style="list-style-type: none"> ● Effectiveness ● Election Process
	<p>CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection.</p>	<ul style="list-style-type: none"> ● Judicial System ● Structure ● Jurisdiction ● Equal Protection
	<p>CL.C&G.4.2 Differentiate the structure and functions of state and federal courts in order to understand the adversarial nature of each.</p>	<ul style="list-style-type: none"> ● Structure ● Function ● Court ● Adversarial Nature

	CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification .	<ul style="list-style-type: none"> ● Constitutions ● Ratification ● Interpretation
	CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all.	<ul style="list-style-type: none"> ● System ● Government ● Freedom ● Equality ● Justice
	CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights established in the Bill of Rights in the American legal system .	<ul style="list-style-type: none"> ● Due Process ● Individual Rights ● Legal System
	CL.C&G.4.6 Critique the extent to which women , indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government .	<ul style="list-style-type: none"> ● Women ● Groups ● Access ● Justice ● Founding Principles ● Government
World History	WH.C&G.1.1 Compare ways in which individuals, groups , and governments have gained and maintained power .	<ul style="list-style-type: none"> ● Individual ● Group ● Government ● Power
	WH.C&G.1.2 Distinguish ways in which various leaders and political systems have used power to expand or restrict freedom and equality .	<ul style="list-style-type: none"> ● Leader ● Political System ● Power ● Freedom ● Equality
	WH.C&G.1.3 Compare various revolutions, rebellions , and movements in terms of motive, consequence , and lasting impact on the freedom and equality of individuals and groups in society .	<ul style="list-style-type: none"> ● Revolution ● Rebellion ● Movement ● Motive ● Consequence ● Impact ● Freedom ● Equality ● Individual ● Group ● Society
	WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated	<ul style="list-style-type: none"> ● Group ● World

	resistance and resilience to inequities, injustice, and restriction of freedoms , now and in the past.	<ul style="list-style-type: none"> ● Resistance ● Resilience ● Inequity ● Injustice ● Restriction ● Freedom 	
	WH.C&G.2.1 Explain how policies and treaties have led to international conflict , now and in the past.	<ul style="list-style-type: none"> ● Policy ● Treaty ● Conflict 	
	WH.C&G.2.2 Critique the effectiveness of cooperative efforts among nations, groups , and international organizations in resolving conflicts and maintaining international stability , now and in the past.	<ul style="list-style-type: none"> ● Effort ● Nation ● Group ● International Organization ● Conflict ● Stability 	

Behavioral Science Strand

Purpose of the Strand Map:

The North Carolina standards for Social Studies are organized around five disciplinary strands.. The Strand Map outlines the vertical progression of objectives written to the Behavioral Science strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The Behavioral Science Strand Map is one of five disciplinary strand maps prepared for the North Carolina Social Studies standards. Each strand map is intended to serve as a tool for recognition of the major concepts and understandings students should be expected to know by the end of each grade band and high school course.

How to Read the Strand Map:

1. **Column one** - Identifies the grade or course
2. **Column two** - Identifies the objective listed for the strand of a grade or course
3. **Column three** - Identifies the concepts to be taught in each objective listed
 - The concepts in this column which appear in bolded font identify the first time a concept is introduced. It will not appear bolded again.
4. **Column four** - Identifies the major concepts, the conceptual themes common to a specific grade band, and the understanding(s) students should have by the end of a grade band or course.

The Behavioral Science Strand Map:

Behavioral Science is the study of human behavior and is concerned with the ways in which people behave within societies. Behavioral science encompasses the disciplines of *Psychology*, *Sociology*, and *Anthropology*. Anthropology is the study of the origins, culture, customs, and beliefs of humans. Psychology is the study of the mind and behavior, and seeks to understand how people think, act, and feel. Sociology is the study of social behaviors. It examines individuals, groups, institutions, and organizations in societies and how people interact within the culture of each of these three disciplines.

Culture is a fundamental component of each of the three disciplines of the behavioral sciences. The study of culture examines the beliefs, values, behaviors, traditions, and ways of life of individuals and groups in societies. It also encompasses cultural attributes, such as language, literature, music, arts and philosophical thought. Through the lens of behavioral science students will be able to explore diverse perspectives in relationship to concepts such as values, belief, race, ethnicity, culture, and identity.

Behavioral Science Strand

Grade/ Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.B.1.1 Identify cultural practices in local communities and around the world .	<ul style="list-style-type: none"> ● Community ● Cultural Practice ● World 	Grades K-2 Concepts <ul style="list-style-type: none"> ● Community ● Culture ● Cultural Practice ● Tradition
	K.B.1.2 Compare cultural practices of people in local communities and around the world .	<ul style="list-style-type: none"> ● Cultural Practice ● People ● Community ● World 	

	K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy , resilience , and respect , help people contribute to their communities .	<ul style="list-style-type: none"> ● Story ● Character ● Trait ● Empathy ● Resilience ● Respect ● People ● Community 	Common Conceptual Thread <ul style="list-style-type: none"> ● Community ● Culture ● Cultural Practice Understandings <ul style="list-style-type: none"> ● Culture and cultural practices in communities (global focus) ● The concepts of culture, community, and cultural practice undergird values and beliefs and development of identity which begins to be the focus in grades 3-5.
1st	1 B.1.1 Compare cultural practices and traditions in local communities and places around the world .	<ul style="list-style-type: none"> ● Cultural Practice ● Tradition ● Community ● Place ● World 	
	1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community .	<ul style="list-style-type: none"> ● Community ● People 	
	1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world .	<ul style="list-style-type: none"> ● Artistic Expression ● People ● Culture ● Community ● World 	
	1 B.1.4 Explain how culture , values , and beliefs influence how disagreements are resolved in classrooms , local communities , and the world .	<ul style="list-style-type: none"> ● Culture ● Values ● Beliefs ● Disagreement ● Classroom ● Community ● World 	
2nd	2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity .	<ul style="list-style-type: none"> ● Values ● Beliefs ● Culture ● Identity 	
	2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.	<ul style="list-style-type: none"> ● Belief System ● Group ● Culture ● Identity 	
3rd	3.B.1.1 Explain how the values , beliefs , and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.	<ul style="list-style-type: none"> ● Values ● Beliefs ● Culture ● Group ● Development ● Community 	Grades 3-5 Concepts <ul style="list-style-type: none"> ● Social Structure ● Identity ● Community ● Values ● Beliefs ● Culture ● Development
	3.B.1.2 Compare values , beliefs , cultural practices and traditions of	<ul style="list-style-type: none"> ● Values ● Beliefs ● Tradition 	

	various groups living in local and regional communities .	<ul style="list-style-type: none"> ● Group ● Cultural Practice ● Community ● Region 	<ul style="list-style-type: none"> ● Religion ● Belief Systems ● Cultural Development
4th	4.B.1.1 Explain how traditions , social structure , and artistic expression have contributed to the unique identity of North Carolina.	<ul style="list-style-type: none"> ● Tradition ● Social Structure ● Artistic Expression ● Identity 	Common Conceptual Thread <ul style="list-style-type: none"> ● Identity ● Values ● Beliefs ● Development Understandings <ul style="list-style-type: none"> ● Identity, values, and beliefs contribute to the cultural development of local places, states, and nations.
	4.B.1.2 Explain how the values and beliefs of diverse cultures have contributed to the development of North Carolina's identity .	<ul style="list-style-type: none"> ● Values ● Beliefs ● Culture ● Development ● Identity 	
5th	5.B.1.1 Explain how traditions , social structure , and artistic expression have influenced cultural development of the United States.	<ul style="list-style-type: none"> ● Tradition ● Social Structure ● Artistic Expression ● Cultural Development 	
	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 .	<ul style="list-style-type: none"> ● Values ● Beliefs ● Group ● Development ● Identity 	
6th	6.B.1.1 Explain how religion , tradition , and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> ● Religion ● Tradition ● Cultural Practice ● Development ● Civilization ● Society 	Grades 6-8 Concepts <ul style="list-style-type: none"> ● Tradition ● Identity ● Values ● Beliefs ● Culture ● Religion ● Civilization ● Equality ● Inclusivity ● Religion Common Conceptual Thread <ul style="list-style-type: none"> ● Values ● Beliefs ● Individual ● Group ● Society ● Equality Understandings <ul style="list-style-type: none"> ● Identity, values, and beliefs contribute to the cultural development of states, nations, and civilizations.
	6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> ● Civilization ● Artistic Expression ● Value 	
	6.B.1.3 Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time .	<ul style="list-style-type: none"> ● System ● Social Structure ● Civilization ● Society ● Time 	
7th	7.B.1.1 Compare major elements of culture in various modern societies around the world .	<ul style="list-style-type: none"> ● Culture ● Society ● World 	
	7.B.1.2 Explain how values and beliefs affect human rights , justice , and equality for different groups of people .	<ul style="list-style-type: none"> ● Values ● Beliefs ● Human Rights ● Justice ● Equality 	

		<ul style="list-style-type: none"> ● Group ● People 	
	7.B.1.3 Compare how individuals and groups respond to stereotypes , oppression , human rights violations , and genocide .	<ul style="list-style-type: none"> ● Individual ● Group ● Stereotype ● Oppression ● Human Rights ● Violations ● Genocide 	
8th	8.B.1.1 Determine how the relationships between different regional , social , ethnic , and racial groups have contributed to the development of North Carolina and the nation .	<ul style="list-style-type: none"> ● Relationships ● Regional Group ● Social Group ● Ethnic Group ● Racial Group ● Development ● Nation 	
	8.B.1.2 Explain how cultural values , practices and the interactions of various indigenous , religious , and racial groups have influenced the development of North Carolina and the nation .	<ul style="list-style-type: none"> ● Values ● Practice ● Interaction ● Group ● Development ● Nation 	
American History	AH.B.1.1 Critique multiple perspectives of American identity in terms of American exceptionalism .	<ul style="list-style-type: none"> ● Multiple Perspective ● Identity ● Exceptionalism 	GRADES 9-12 These high school courses are independent, stand alone courses and are not designed to build upon or support the understandings of other courses. Common Conceptual Thread <ul style="list-style-type: none"> ● Values ● Beliefs ● Individual ● Group Understandings <ul style="list-style-type: none"> ● American History <ul style="list-style-type: none"> ○ There are multiple perspectives of America's national identity. ○ American society has been impacted by technology, innovation, reasoning, and religious beliefs. ○ Various groups contribute to the identity of a nation. ● Civic Literacy <ul style="list-style-type: none"> ○ As the values and beliefs of society change those changes are often reflected in legislative, executive, and judicial decisions. ○ Minorities and marginalized
	AH.B.1.2 Critique multiple perspectives of American identity in terms of opportunity , prosperity and crisis .	<ul style="list-style-type: none"> ● Multiple Perspective ● Identity ● Opportunity ● Prosperity ● Crisis 	
	AH.B.1.3 Critique multiple perspectives of American identity in terms of oppression , stereotypes , diversity , inclusion , and exclusion .	<ul style="list-style-type: none"> ● Multiple Perspective ● Identity ● Oppression ● Stereotype ● Diversity ● Inclusive ● Exclusion 	
	AH.B.1.4 Critique multiple perspectives of American identity in terms of individualism and conformity .	<ul style="list-style-type: none"> ● Multiple Perspective ● Identity ● Individualism ● Conformity 	
	AH.B.1.5 Explain how various immigrant experiences have influenced American identity .	<ul style="list-style-type: none"> ● Immigrant Experience ● Identity 	

	<p>AH.B.1.6 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in terms of the struggle against bias, racism, oppression, and discrimination.</p>	<ul style="list-style-type: none"> ● Experience ● Achievement ● Minority ● Marginalized People ● Identity ● Struggle ● Bias ● Racism ● Oppression ● Discrimination ● Time 	<p>groups often challenge leaders to live up to the values and principles of a nation.</p> <ul style="list-style-type: none"> ● World History <ul style="list-style-type: none"> ○ There are different types of catalysts that can be responsible for influencing change within a society. ○ Culture, society, and global interaction may impact identity.
	<p>AH.B.1.7 Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans.</p>	<ul style="list-style-type: none"> ● Slavery ● Xenophobia ● Disenfranchisement ● Intolerance ● Individual Perspective ● Group Perspective 	
	<p>AH.B.2.1 Differentiate among scientific and technological innovation in terms of how they have reinforced and redefined American values and beliefs.</p>	<ul style="list-style-type: none"> ● Scientific Innovation ● Technological Innovation ● Values ● Beliefs 	
	<p>AH.B.2.2 Distinguish religious beliefs and human reasoning in terms of their influence on American society and culture.</p>	<ul style="list-style-type: none"> ● Religious Belief ● Human Reasoning ● Society ● Culture 	
Civic Literacy	<p>CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws.</p>	<ul style="list-style-type: none"> ● Values ● Beliefs ● Creation ● Implementation ● Public Policy/Policy ● Laws 	
	<p>CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States.</p>	<ul style="list-style-type: none"> ● Legislation ● Ruling/Judicial Ruling ● Norms ● Values 	
	<p>CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.</p>	<ul style="list-style-type: none"> ● Values ● Beliefs ● Freedom ● Equality ● Justice ● System ● Government 	

	<p>CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government.</p>	<ul style="list-style-type: none"> ● Values ● Societal Norms ● Institutional Discrimination ● Marginalization ● Minority Group ● System ● Government 	
World History	<p>WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past.</p>	<ul style="list-style-type: none"> ● Society ● Institution ● World ● Art ● Literature ● Philosophical Thought ● Religion 	
	<p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past.</p>	<ul style="list-style-type: none"> ● Innovation ● Change ● World 	
	<p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.</p>	<ul style="list-style-type: none"> ● Values ● Beliefs ● Culture ● Identity 	
	<p>WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.</p>	<ul style="list-style-type: none"> ● Identity ● Society 	
	<p>WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.</p>	<ul style="list-style-type: none"> ● Global Interaction ● Development ● Identity 	