

K-12 Social Studies Supporting Documents: Grades 6-12

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Standards Revision Process

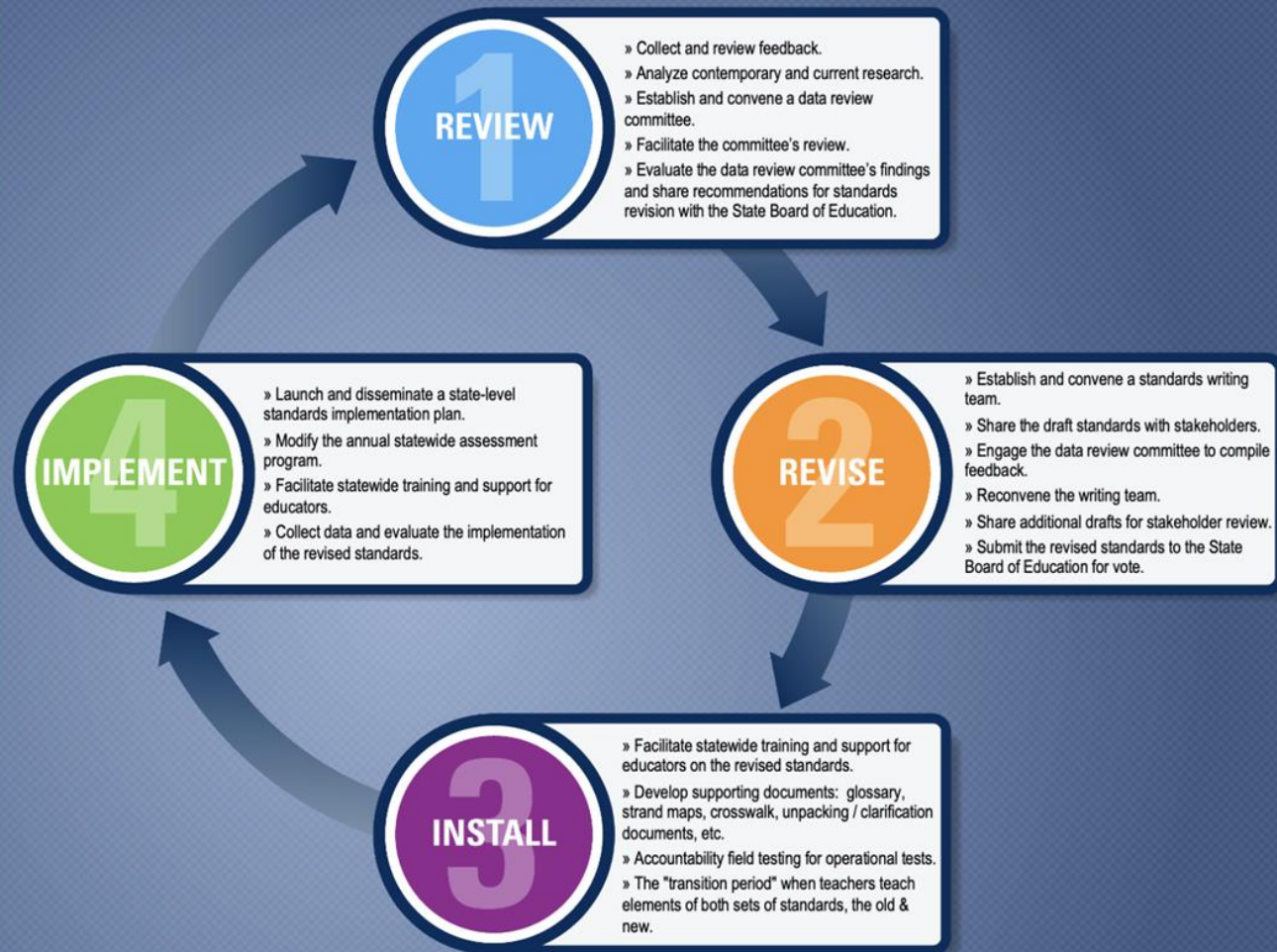
In accordance with SCOS-012, to promote transparency and stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system to revise SCOS standards built on four guiding principles:

1. Feedback-Based: NCDPI will formally collect feedback on the current standards from educators, administrators, parents, students, institutions of higher education, business/industry representatives, national organizations, and other education agencies.

2. Research-Informed: NCDPI will review contemporary and current research on standards and learning in the content area under review.

3. Improvement-Oriented: NCDPI will provide the State Superintendent and State Board of Education an annual report summarizing feedback received from stakeholders concerning standards and implementation.

4. Process-Driven: The system process includes four phases: review, revision, installation, and implementation.



Stakeholder Involvement

- Teachers from the Standards writing team were convened to assist with writing of the unpacking documents.
- The Social Studies team supervised the work and provided feedback and edits.
- An internal NCDPI team consisting of NCDPI leadership cabinet members and staff outside of the Standards, Curriculum, and Instruction Division was convened to review and provide feedback on the unpacking documents.
- The State Superintendent of Public Instruction worked with the Social Studies team and internal NCDPI team to work line by line on the unpacking documents.
- The glossary, strand maps, and crosswalks were provided to the State Board of Education in Friday Updates to ensure awareness and solicit feedback on the documents.
- The glossary was revised with the State Superintendent, two SC&I Directors, and the Teacher of the Year.



Grades 6th through 8th

The time period and focus for this course is from the colonial era through the present day.

Unpacking the Behavioral Science Objectives

Standard 8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation

Overarching Concepts: Group Behavior, Development, Nation

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation	Students must be able to demonstrate their knowledge and understanding of how interactions between various regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the United States.	<p>A state or nation may change based on the diverse ideas, traditions, and relationships of various regional, social, or ethnic cultures</p> <p>Diverse cultures are valuable to the development of a state and nation</p>	<p>Information about various groups' culture</p> <p>Geographic regions and country origins of immigrants to North Carolina and the United States</p> <p>Examples of cultural diffusion and cultural relationships present in North Carolina and the United States</p>	<p>Example Groups that contributed to NC & US development</p> <ul style="list-style-type: none"> American Indians in North Carolina <ul style="list-style-type: none"> The Eastern Band of Cherokee Indians Lumbee Tribe Meherrin Sappony Occaneechi Band of the Saponi Nation Waccamaw Siouan Asia and Pacific Islanders American Indians Moravians Scotch-Irish Quakers LatinX Americans Asian Americans African Americans Puritans Catholics Sikh 	<p>Students compile a timeline throughout the course of the year that documents significant interactions/events that involve a regional, social, ethnic, or racial group and its relationships with others. For each interaction/event, students indicate if there was a positive, neutral, or negative impact on their relationship with others and how that interaction impacted North Carolina or the United States.</p> <p>Students compare and contrast communication styles of various regional, social, ethnic, and racial groups to understand how such communication has contributed to the</p>

NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 8

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCPI leadership, and members of the NCPI Social Studies team. These documents are intended to supplement the allocated course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The annotations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- Inquiry Strand:** the State Board of Education approved indicators for inquiry
- Standard:** the State Board of Education approved standard(s) for a strand
- Objective:** the State Board of Education approved objective for teaching and learning
- Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- Students will Understand:** understanding that students should be able to grasp as a result of the instruction
- Students will Know:** information the student should know
- Example Topics:** provide content and/or topic ideas that can be used to teach the objective
- Example Formative Assessments:** possible tasks that can be used to assess student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Example assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PIAI retains final control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be copied that must be taught all at once
- Not a checklist for individual or memorandum
- Not a checklist for assessment for each objective
- Not intended to reflect complete assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards. View the [Glossary of Instructional Terms](#)

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction. These skills should also be combined into a healthy habit at least once during the year or semester.

The inquiry indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Competency	Indicator
Competing Questions	1.1.1 Construct a competing question through a disciplinary lens individually and with peers
Supporting Questions	1.1.2 Construct, support, and refine a disciplinary lens through a disciplinary lens
Outlining and Evaluating Sources	1.1.3 Analyze details, context, and relevance from sources using discipline-specific strategies
	1.1.4 Assess the credibility, purpose, and authority of sources using the origin, authority, structure, credibility, and context of the sources to evaluate the evidence
Developing Claims and Using Evidence	1.1.5 Identify evidence that supports a claim
	1.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of evidence in their discipline
Communicating Ideas	1.1.7 Construct arguments representing multiple claims with evidence from sources and attention to disciplinary details
	1.1.8 Construct responses to supporting and opposing perspectives supported by evidence
Taking Informed Action	1.1.9 Determine the credibility of disciplinary arguments of peers
	1.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues
	1.1.11 Use a range of civic approaches to address problems being investigated

American History

<ul style="list-style-type: none"> Support arguments with evidence and reasoning while considering counterclaims Use proper formatting in citing sources for arguments Develop new understandings of complex historical and current issues through rigorous academic discussions Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues
1.1.6 Taking Informed Action <ul style="list-style-type: none"> Generate ideas through which the inquiry facilitates change Devise a plan to enact change based on the results of the inquiry Organize and take individual or collaborative action in order to affect change and inform others

The time period and focus for this course is from 1763 through the year of the latest presidential election.

Unpacking the Behavioral Science Objectives					
Standard AH.H.B.1 Evaluate American identity in terms of perspective, change, and continuity					
Overarching Concepts: Identity, Perspective, Change, Continuity					
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
AH.B.1.1 Critique multiple perspectives of American identity in terms of American exceptionalism	Students must be able to demonstrate the ability to evaluate the extent to which American exceptionalism influenced American identity of various groups. Students must be able to make these evaluations by using material that expresses views from multiple perspectives.	A nation's ideals and value system can influence how people view themselves and that nation over time The idea of a nation being exceptional can influence its relationship with other people and nations over time Different groups within a nation may view the idea of the exceptionalism of that nation from different perspectives depending on how they have been treated within that society	Examples of the belief of American Exceptionalism in policy Multiple perspectives of American identity	Salutary neglect Founding/revolution Manifest destiny Monroe Doctrine Imperialism "City on a Hill" First and Second Great Awakenings Turner's Frontier Thesis American Indians Immigration	Monroe Doctrine & the American Identity Activity, <i>National Endowment for the Humanities, Edsitement Project</i> : Students analyze the Monroe Doctrine and Latin American perspectives on the doctrine in a series of close reading activities. Students then critique American identity through this foreign policy directive: <i>To what extent did the idea of American exceptionalism influence the creation and implementation of</i>

NORTH CAROLINA UNPACKING DOCUMENT FOR AMERICAN HISTORY

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCEP leadership, and members of the NCEP Social Studies team. These documents are intended to support the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

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- Students Will Know:** information the student should know
- Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities for inquiry that help to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, such as understanding that skills, when designed to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught at all once
- Not a checklist for basic skill or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards. View the [Glossary of Instructional Terms](#).

North Carolina Department of
PUBLIC INSTRUCTION

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction. These skills should also be embedded in an inquiry project at least once during the year or semester.

The inquiry indicators are meant to be used in concert with the content standards in any course for each grade in the K-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Inquiry 9-12

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. Efforts to occur students must be exposed to inquiry indicators in each grade.

Standard	Indicator
1.1.1 Compelling Questions	Identify issues and problems in social studies
1.1.2 Supporting Questions	Formulate questions based on prior knowledge
1.1.3 Building and Evaluating Sources	Identify related issues and problems related to the compelling question
1.1.4 Developing Claims and Using Evidence	Locate, evaluate, and synthesize evidence
1.1.5 Communicating Ideas	Identify a variety of primary and secondary sources

Apply the inquiry process to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions

- Identify the central ideas and meaning of primary and secondary sources through the use of literacy strategies
- Determine the origin, context, and purpose of primary and secondary sources
- Differentiate between facts and interpretation of sources
- Evaluate competing historical opinions and debates among historians
- Analyze data from charts, graphs, timelines, and maps
- Analyze social, literary, and digital sources
- Examine change and continuity over time
- Analyze cause, effects, and correlations
- Determine the impact of a source in relation to the compelling and supporting questions

North Carolina Department of
PUBLIC INSTRUCTION

Founding Principles of the United States and North Carolina: Civic Literacy

	<ul style="list-style-type: none"> Support arguments with evidence and reasoning while considering counterclaims Use proper formatting in citing sources for arguments Develop new understandings of complex historical and current issues through rigorous academic discussions Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues
1.1.6 Taking Informed Action	<ul style="list-style-type: none"> Generate ideas through which the inquiry facilitates change Devise a plan to enact change based on the results of the inquiry Organize and take individual or collaborative action in order to affect change and inform others

The time period and focus for this course is from the American colonial era through the year of the most recent presidential election.

Unpacking the Behavioral Science Objectives					
Standard CL.B.1 Understand how values, beliefs, and norms influence the American system of government					
Overarching Concepts: Values, Beliefs, Norms, Influence, System, Government					
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws	Students must be able to demonstrate how values and beliefs cause the creation of policy and laws and how values and beliefs affect the ways laws and policy are implemented.	<p>The values and beliefs of individuals and groups may influence the creation of public policy and legislation</p> <p>The values and beliefs of individuals and groups may have influence on the passing of laws</p> <p>The values and beliefs of individuals and groups may influence how laws and policies are implemented and carried out</p>	<p>The differences between law and policy</p> <p>How values and beliefs of political groups, environmental groups, religious, racial, ethnic, gender identity groups, etc. influence the creation of public policy and laws</p> <p>Examples of how values and beliefs of individuals and groups have a direct influence on the way public policy and laws are implemented once passed</p>	<p>Values</p> <ul style="list-style-type: none"> Community Cooperation Democracy Diversity Equality Freedom Liberty Justice Pacifism Patriotism Security Self-government Self-reliance Stability 	<p>The teacher provides students with cards that list the following values: community, cooperation, democracy, diversity, equality, freedom, liberty, justice, pacifism, patriotism, security, self-government, self-reliance, and stability.</p> <p>The teacher asks students to choose from the values and put them in order according to their own personal values.</p> <p>Students select one law and one public policy, from a list generated by the teacher. The students write a short statement detailing how one or more of the values helped</p>

NORTH CAROLINA UNPACKING DOCUMENT FOR FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCEP leadership, and members of the NCSP Social Studies team. These documents are intended to supplement the studied chart of study and provide a comprehensive understanding for the teaching of the standards and objectives. The expectations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

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- Recommendations, such as understanding the NCPS, to ensure alignment to determine curriculum

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- Not a checklist for assessment for each objective
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Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to *practice* the skills embedded in the inquiry process on a regular basis throughout instruction. These skills should also be combined in an inquiry project at least once during the year or semester.

Inquiry 9-12

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Standard	Indicator
1.1.1 Compelling Questions	Identify issues and problems in social studies
1.1.2 Formulating Questions	Formulate questions based upon available resources
1.1.3 Supporting Questions	Identify related issues and problems related to the compelling question
1.1.4 Formulating Supporting Questions	Formulate supporting questions
1.1.5 Gathering and Evaluating Sources	Locate credible primary and secondary sources
1.1.6 Analyzing Sources	Identify a variety of credible and non-credible sources in support of compelling and supporting questions
1.1.7 Synthesizing Sources	Organize the central ideas and meaningful primary and secondary sources through the use of literacy strategies
1.1.8 Communicating	Determine the origin, context, and bias of primary and secondary sources
1.1.9 Communicating	Differentiate between facts and interpretation of sources
1.1.10 Communicating	Establish competing historical perspectives and debates among historians
1.1.11 Communicating	Apply the inquiry model to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions
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North Carolina Department of
PUBLIC INSTRUCTION

World History

	<ul style="list-style-type: none"> Construct written, oral, and multimedia arguments Support arguments with evidence and reasoning while considering counterclaims Use proper formatting in citing sources for arguments Develop new understandings of complex historical and current issues through rigorous academic discussions Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues
I.1.6 Taking Informed Action	<ul style="list-style-type: none"> Generate ideas through which the inquiry facilitates change Devise a plan to enact change based on the results of the inquiry Organize and take individual or collaborative action in order to affect change and inform others

The time period and focus for this course is from 1200 C.E. to present day.

Unpacking the Behavioral Science Objectives

Standard WH.B.1 Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions

Overarching Concepts: Artistic Ideas, Philosophical Ideas, Technological Ideas, Societal Development, Society

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
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	Students must be able to demonstrate the ability to examine how cultural elements and behaviors, such as art, literature, philosophical thoughts, and religion have contributed to the development of various societies and institutions throughout world history. <i>Teacher note: In</i>	Art, music, and literature can bring people together around shared cultural expressions that contribute to the development of societies and their institutions Philosophical thought and ideas may influence society by challenging existing thought and lead to societal change Religion can be an important factor in supporting societal or institutional expectations	Examples of art, music, and literature that express the beliefs and values of various societies and institutions throughout history Examples of various philosophies and ideas that have helped shape the practices and behaviors of different societies Various religions and religious beliefs have influenced the ways a society or institutions within a society run	<p>Africa</p> <ul style="list-style-type: none"> Ife bronze statues Dogon sculptures Bambara mask Gondar art Hundred Flowers campaign Mamluk architecture Griots and oral storytelling Ibn Batutta Bantu Philosophy <p>Asia</p> <ul style="list-style-type: none"> Calligraphy and ink wash painting in Asia 	Students analyze teacher-selected art movements that influenced and changed society (e.g., conceptual art, modernism, feminist art, Black arts movements, etc.). Then, students attribute how the art influenced ways in which society or institutions changed or evolved, using a student-created chart. Examples of content to include in the chart can be: 1) Tiananmen 1989 by Ricardo Levins

NORTH CAROLINA UNPACKING DOCUMENT FOR WORLD HISTORY

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created by subject area teachers, NCEP leadership, and members of the NCEP Social Studies team. These documents are intended to supplement the standard practice of study and provide a comprehensive understanding for the teaching of the standards and objectives. The objectives and indicators in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- Ready Standard:** the State Board of Education approved indicators for inquiry
- Standard:** the State Board of Education approved standard(s) for a strand
- Objective:** the State Board of Education approved objective(s) for learning and thinking
- Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- Students Will Understand:** understandings that students should be able to provide as a result of the instruction
- Students Will Know:** information the student should know
- Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that regularly used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the teacher in mind, for how to use the content to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for teaching or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect curriculum or assessment topics

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards. View the Glossary of Instructional Terms.

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Strategic Framework of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process in a regular basis through instruction; these skills should also be combined into an inquiry project at least once during the year of senior.

The inquiry indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in every grade.

Standard	Indicator
1.1.1 Compelling Questions	<ul style="list-style-type: none"> Identify issues and problems in social studies Formulate questions based upon primary concepts
1.1.2 Supporting Questions	<ul style="list-style-type: none"> Identify related issues and problems related to the compelling question Formulate supporting questions
1.1.3 Gathering and Evaluating Sources	<ul style="list-style-type: none"> Identify the primary and secondary sources Identify a variety of primary and secondary sources in support of compelling and supporting questions Determine the central issue and main message of primary and secondary sources through the use of literacy strategies Determine the origin, context, and bias of primary and secondary sources Differentiate between facts and interpretation of sources Evaluate competing historical narratives and debates among historians
1.1.4 Developing Claims and Using Evidence	<ul style="list-style-type: none"> Analyze data from charts, graphs, timelines, and maps Analyze regular literary and digital sources Examine change and continuity over time Analyze causal, effects, and correlations Determine the relevance of a source in relation to the compelling and supporting questions
1.1.5 Communicating Ideas	

Economics and Personal Finance (EPF)

Unpacking the Economics Objectives

Standard EPF.E.1 Understand economies, markets, and the role economic factors play in making economic decisions

Overarching Concepts: Economies, Markets, Role, Economic Factors, Economic Decisions

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
EPF.E.1.1 Compare how individuals and governments utilize scarce resources in traditional, command, market, and mixed economies	Students must be able to discuss the similarities and differences of how individuals and governments use scarce resources in traditional, command, market, and mixed economies.	Scarcity forces people to make choices about how to allocate resources to benefit nations, communities, and groups The ways in which scarce resources are allocated depends on the values of the individuals, society, and their economic system	How scarcity impacts traditional, command, market, and mixed economies The similarities and differences of how individuals use scarce resources in various economies The similarities and differences of how governments use scarce resources in various economies Examples of current traditional, command, market, and mixed economies	Traditional economy <ul style="list-style-type: none"> Maasai Tribe of East Africa Haiti Command economy <ul style="list-style-type: none"> Cuba North Korea Venezuela Market economy <ul style="list-style-type: none"> Japan England Mixed economy <ul style="list-style-type: none"> United States France China Types of limited resources <ul style="list-style-type: none"> Land Labor Capital/money Food/pantry items 	Students are assigned a set of economies. The students create a Venn Diagram comparing how their set of economies utilize scarce resources. The following sets should be assigned: 1) Market economy and command economy; 2) Traditional economy and market economy; 3) Command and mixed; and 4) Traditional and mixed. Students create a Janus figure where each slide represents a different type of economy (e.g., command, mixed, etc.) Students must compare how scarce resources are utilized in the different economies.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
EPF.E.1.2 Distinguish market structures in terms of economic	Students must be able to differentiate market structures based on their characteristics.	The type of market structure is determined by the amount of competition among	How to apply the concept of opportunity costs to personal decision making Examples of market	Market structures <ul style="list-style-type: none"> Perfect competition Monopolistic competition 	Given information about two different nations' economic approaches, students make a comparative list to

NORTH CAROLINA UNPACKING DOCUMENT FOR ECONOMICS AND PERSONAL FINANCE

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCSP leadership, and members of the NCSP Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The unpacking documents in this document are intended to be helpful in the planning of local curricula and classroom instruction.

This document will provide:

- Insight** through the State Board of Education approved indicators for inquiry
- Standards** the State Board of Education approved standards for a strand
- Objectives** the State Board of Education approved objectives for teaching and learning
- Meaning** of the Objective a description of how the student should be able to demonstrate mastery of the objective
- Students Will Understand** understandings that students should be able to bring to a result of the instruction
- Students Will Know** information the student should know
- Example Topics** possible content and/or topic ideas that can be used to teach the objective
- Example Formative Assessments** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other standards and in the real world
- Recommendations, with the appropriate standards, to review local content to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught at all times
- Not a checklist for local, state, or national curriculum
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment topics

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that students need to know and understand in order to effectively teach the revised Social Studies Standards. View the [Glossary of Instructional Terms](#)

Characteristics and the roles they play in decision-making and opportunity costs	Students must be able to differentiate the roles various market structures play in decision-making and opportunity costs	Firms operating in the same industry Profits often act as an incentive in a pure market economy	Structures of economic characteristics	Examples of economic characteristics	Students are given a list of characteristics describing different market structures. Students analyze the list of characteristics to determine which market structure each list of characteristics belongs to and how that list of characteristics might determine decision-making.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
EPF.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced	Students must be able to differentiate how equilibrium price and quantity are determined by the interaction of supply and demand Students must be able to demonstrate how equilibrium price and quantity produced are impacted by demand	In a pure free market economy, what and quantity are determined by the interaction of supply and demand Increase or decrease in demand and/or supply will result in a new equilibrium price and quantity	Factors that shift supply Factors that shift demand Examples of how changes in supply impact the equilibrium quantity and equilibrium price in a market Examples of how changes in demand impact the equilibrium	Law of Supply Law of Demand Elasticity Market equilibrium Equilibrium price Factors that shift demand	Students are given supply and demand graphs based on economic scenarios. Students use the graph to explain how supply and demand impacts equilibrium price. The teacher gives students hypothetical scenarios and asks students to identify what

Professional Development Plan

K-12 Social Studies Professional Development Plan 2021-2022

All sessions will be offered virtually

August 2021

Using the Unpacking Documents: (Recorded Webinar) Participants will gain a better understanding of how to use the Unpacking Documents as a tool to teach and assess the Social Studies Standards.

Office Hours:

- August 5 3:30-4:30 PM
- August 12 3:30-4:30 PM
- August 19 3:30-4:30 PM

September 2021

Using the Strand Maps: (Recorded Webinar) Participants will gain a better understanding of how to use the Strand Maps as a tool to teach and assess the Social Studies Standards.

Introduction to RBT: (Recorded Webinar) Participants will gain a better understanding of how to use Revised Bloom's Taxonomy as a tool to teach and assess the Social Studies Standards. Additionally, participants will explore sample instructional and assessment tasks aligned to the Standards.

October 2021

Integrating the Inquiry/Skills Indicators: (Recorded Webinar) Participants will gain a better understanding of how to integrate the Inquiry/Skills Indicators into the teaching of the 2021 approved Social Studies standards.

Ongoing 2021-2022

Concept-Based Curriculum and Instruction/Unit Development (In person training) TBD: During this professional development the K-12 Social Studies team at NCDPI will assist local curriculum leaders, teachers, and other educational partners responsible for developing curriculum and teaching social studies, using a concept-based framework.

- Begins in August with a recorded webinar and office hours.
- Continues in September with Using the Strand Maps and an Introduction to Revised Bloom's Taxonomy and in October with Integrating the Inquiry/Skills Indicators.
- Offers in-person training in Concept-Based Curriculum and Instruction/Unit Development throughout the 2021-2022 school year, with dates to be determined.



Closing

- Request approval of the 6th grade - 8th grade, Economics and Personal Finance (EPF), American History, Founding Principles of the United States and North Carolina: Civic Literacy, and World History unpacking documents
- Professional Development Plan

