

# NORTH CAROLINA ESSENTIAL STANDARDS

## Social Studies

Grade: Kindergarten

Course: Civics and Government

**NCES.K.C&G.1** - Understand the roles of a citizen.

**NCES.K.C&G.1.1** - Exemplify positive relationships through fair play and friendship.

**NCES.K.C&G.1.2** - Explain why citizens obey rules in the classroom, school, home and neighborhood.

Course: Culture

**NCES.K.C.1** - Understand how individuals are similar and different.

**NCES.K.C.1.1** - Explain similarities in self and others.

**NCES.K.C.1.2** - Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).

Course: Economics and Financial Literacy

**NCES.K.EC.1** - Understand basic economic concepts.

**NCES.K.EC.1.1** - Explain how families have needs and wants.

**NCES.K.EC.1.2** - Explain how jobs help people meet their needs and wants.

Course: Geography and Environmental Literacy

**NCES.K.G.1** - Use geographic representations and terms to describe surroundings.

**NCES.K.G.1.1** - Use maps to locate places in the classroom, school and home.

**NCES.K.G.1.2** - Use globes and maps to locate land and water features.

**NCES.K.G.1.3** - Identify physical features (mountains, hills, rivers, lakes, roads, etc.).

**NCES.K.G.1.4** - Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).

**NCES.K.G.2** - Understand the interaction between humans and the environment.

**NCES.K.G.2.1** - Explain how people adapt to weather conditions.

**NCES.K.G.2.2** - Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

Course: History

**NCES.K.H.1** - Understand change over time.

**NCES.K.H.1.1** - Explain how people change over time (self and others).

**NCES.K.H.1.2** - Explain how seasons change over time.

**NCES.K.H.1.3** - Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).

Grade: Grade 1

Course: Civics and Government

**NCES.1.C&G.1** - Understand the importance of rules.

**NCES.1.C&G.1.1** - Explain why rules are needed in the home, school and community.

**NCES.1.C&G.1.2** - Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).



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**NCES.1.C&G.1.3** - Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.

### Course: Culture

**NCES.1.C.1** - Understand the diversity of people in the local community.

**NCES.1.C.1.1** - Compare the languages, traditions, and holidays of various cultures.

**NCES.1.C.1.2** - Use literature to help people understand diverse cultures.

### Course: Economics and Financial Literacy

**NCES.1.EC.1** - Understand basic economic concepts.

**NCES.1.EC.1.1** - Summarize the various ways in which people earn and use money for goods and services.

**NCES.1.EC.1.2** - Identify examples of goods and services in the home, school and community.

**NCES.1.EC.1.3** - Explain how supply and demand affects the choices families and communities make.

### Course: Geography and Environmental Literacy

**NCES.1.G.1** - Use geographic representations, terms and technologies to process information from a spatial perspective.

**NCES.1.G.1.1** - Use geographic tools to identify characteristics of various landforms and bodies of water.

**NCES.1.G.1.2** - Give examples showing location of places (home, classroom, school and community).

**NCES.1.G.1.3** - Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).

**NCES.1.G.2** - Understand how humans and the environment interact within the local community.

**NCES.1.G.2.1** - Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).

**NCES.1.G.2.2** - Explain how people use natural resources in the community.

**NCES.1.G.2.3** - Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).

### Course: History

**NCES.1.H.1** - Understand that history tells a story of how people and events changed society over time.

**NCES.1.H.1.1** - Explain how and why neighborhoods and communities change over time.

**NCES.1.H.1.2** - Explain the importance of folklore and celebrations and their impact on local communities.

**NCES.1.H.1.3** - Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).

### Grade: **Grade 2**

### Course: Civics and Government

**NCES.2.C&G.1** - Understand the purpose of governments.

**NCES.2.C&G.1.1** - Explain government services and their value to the community (libraries, schools, parks, etc.).

**NCES.2.C&G.1.2** - Explain how governments establish order, provide security and create laws to manage



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conflict.

**NCES.2.C&G.2** - Understand the roles and responsibilities of citizens.

**NCES.2.C&G.2.1** - Exemplify characteristics of good citizenship through historical figures and everyday citizens.

**NCES.2.C&G.2.2** - Explain why it is important for citizens to participate in their community.

### Course: Culture

**NCES.2.C.1** - Understand how various cultures influence communities.

**NCES.2.C.1.1** - Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

**NCES.2.C.1.2** - Recognize the key historical figures and events that are associated with various cultural traditions.

**NCES.2.C.1.3** - Exemplify respect and appropriate social skills needed for working with diverse groups.

### Course: Economics and Financial Literacy

**NCES.2.EC.1** - Understand basic economic concepts.

**NCES.2.EC.1.1** - Give examples of ways in which businesses in the community meet the needs and wants of consumers.

**NCES.2.EC.1.2** - Explain the roles and impact producers and consumers have on the economy.

**NCES.2.EC.1.3** - Summarize the concept of supply and demand.

**NCES.2.EC.1.4** - Explain why people and countries around the world trade for goods and services.

**NCES.2.EC.1.5** - Explain how money is used for saving, spending, borrowing and giving.

**NCES.2.EC.1.6** - Summarize the role of financial institutions relative to savings.

### Course: Geography and Environmental Literacy

**NCES.2.G.1** - Use geographic representations, terms and technology to process information from a spatial perspective.

**NCES.2.G.1.1** - Interpret maps of the school and community that contain symbols, legends and cardinal directions.

**NCES.2.G.1.2** - Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

**NCES.2.G.2** - Understand the effects of humans interacting with their environment.

**NCES.2.G.2.1** - Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

**NCES.2.G.2.2** - Explain how people positively and negatively affect the environment.

### Course: History

**NCES.2.H.1** - Understand how various sources provide information about the past.

**NCES.2.H.1.1** - Use timelines to show sequencing of events.

**NCES.2.H.1.2** - Identify contributions of historical figures (community, state, nation and world) through various genres.

**NCES.2.H.1.3** - Compare various interpretations of the same time period using evidence such as



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photographs and interviews.

**Grade:** Grade 3

**Course:** Civics and Government

**NCES.3.C&G.1** - Understand the development, structure and function of local government.

**NCES.3.C&G.1.1** - Summarize the historical development of local governments.

**NCES.3.C&G.1.2** - Describe the structure of local government and how it functions to serve citizens.

**NCES.3.C&G.1.3** - Understand the three branches of government, with an emphasis on local government.

**NCES.3.C&G.2** - Understand how citizens participate in their communities.

**NCES.3.C&G.2.1** - Exemplify how citizens contribute politically, socially and economically to their community.

**NCES.3.C&G.2.2** - Exemplify how citizens contribute to the well-being of the community's natural environment.

**NCES.3.C&G.2.3** - Apply skills in civic engagement and public discourse (school, community).

**Course:** Culture

**NCES.3.C.1** - Understand how diverse cultures are visible in local and regional communities.

**NCES.3.C.1.1** - Compare languages, foods and traditions of various groups living in local and regional communities

**NCES.3.C.1.2** - Exemplify how various groups show artistic expression within the local and regional communities.

**NCES.3.C.1.3** - Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).

**Course:** Economics and Financial Literacy

**NCES.3.EC.1** - Understand how the location of regions affects activity in the market economy.

**NCES.3.EC.1.1** - Explain how location impacts supply and demand.

**NCES.3.EC.1.2** - Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).

**NCES.3.EC.2** - Understand entrepreneurship in a market economy.

**NCES.3.EC.2.1** - Explain why people become entrepreneurs.

**NCES.3.EC.2.2** - Give examples of entrepreneurship in various regions of our state.

**Course:** Geography and Environmental Literacy

**NCES.3.G.1** - Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).

**NCES.3.G.1.1** - Find absolute and relative locations of places within the local community and region.

**NCES.3.G.1.2** - Compare the human and physical characteristics of places.

**NCES.3.G.1.3** - Exemplify how people adapt to, change and protect the environment to meet their needs.

**NCES.3.G.1.4** - Explain how the movement of goods, people and ideas impact the community.

**NCES.3.G.1.5** - Summarize the elements (cultural, demographic, economic and geographic) that define



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regions (community, state, nation and world).

**NCES.3.G.1.6** - Compare various regions according to their characteristics.

### Course: History

**NCES.3.H.1** - Understand how events, individuals and ideas have influenced the history of local and regional communities.

**NCES.3.H.1.1** - Explain key historical events that occurred in the local community and regions over time.

**NCES.3.H.1.2** - Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

**NCES.3.H.1.3** - Exemplify the ideas that were significant in the development of local communities and regions.

**NCES.3.H.2** - Use historical thinking skills to understand the context of events, people and places.

**NCES.3.H.2.1** - Explain change over time through historical narratives. (events, people and places)

**NCES.3.H.2.2** - Explain how multiple perspectives are portrayed through historical narratives.

### Grade: Grade 4

### Course: Civics and Government

**NCES.4.C&G.1** - Understand the development, structure and function of North Carolina's government.

**NCES.4.C&G.1.1** - Summarize the key principles and revisions of the North Carolina Constitution.

**NCES.4.C&G.1.2** - Compare the roles and responsibilities of state elected leaders.

**NCES.4.C&G.1.3** - Explain the influence of the colonial history of North Carolina on the governing documents of our state.

**NCES.4.C&G.1.4** - Compare North Carolina's government with local governments.

**NCES.4.C&G.2** - Analyze the North Carolina Constitution.

**NCES.4.C&G.2.1** - Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

**NCES.4.C&G.2.2** - Give examples of rights and responsibilities of citizens according to North Carolina Constitution.

**NCES.4.C&G.2.3** - Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

### Course: Culture

**NCES.4.C.1** - Understand the impact of various cultural groups on North Carolina.

**NCES.4.C.1.1** - Explain how the settlement of people from various cultures affected the development of regions in North Carolina. (languages, foods and traditions)

**NCES.4.C.1.2** - Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

### Course: Economics and Financial Literacy

**NCES.4.EC.1** - Understand how market economy impacts life in North Carolina.

**NCES.4.EC.1.1** - Understand the basic concepts of a market economy: price, supply, demand, scarcity,



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productivity and entrepreneurship.

**NCES.4.EC.1.2** - Understand how scarcity and choice in a market economy impacts business decisions.

**NCES.4.EC.1.3** - Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.

**NCES.4.EC.1.4** - Explain the impact of entrepreneurship on the economy of North Carolina.

**NCES.4.EC.2** - Understand the economic factors when making personal choices.

**NCES.4.EC.2.1** - Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.

**NCES.4.EC.2.2** - Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs.

### Course: Geography and Environmental Literacy

**NCES.4.G.1** - Understand how human, environmental and technological factors affect the growth and development of North Carolina.

**NCES.4.G.1.1** - Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).

**NCES.4.G.1.2** - Explain the impact that human activity has on the availability of natural resources in North Carolina.

**NCES.4.G.1.3** - Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.

**NCES.4.G.1.4** - Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.

### Course: History

**NCES.4.H.1** - Analyze the chronology of key historical events in North Carolina history.

**NCES.4.H.1.1** - Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

**NCES.4.H.1.2** - Explain how and why North Carolina was established.

**NCES.4.H.1.3** - Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

**NCES.4.H.1.4** - Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

**NCES.4.H.2** - Understand how notable structures, symbols and place names are significant to North Carolina.

**NCES.4.H.2.1** - Explain why important buildings, statues, monuments and place names are associated with the state's history.

**NCES.4.H.2.2** - Explain the historical significance of North Carolina's state symbols.

### Grade: **Grade 5**

### Course: Civics and Government

**NCES.5.C&G.1** - Understand the development, structure and function of government in the United States.

**NCES.5.C&G.1.1** - Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).



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**NCES.5.C&G.1.2** - Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

**NCES.5.C&G.1.3** - Analyze historical documents that shaped the foundation of the United States government.

**NCES.5.C&G.2** - Analyze life in a democratic republic through rights and responsibilities of citizens.

**NCES.5.C&G.2.1** - Understand the values and principles of a democratic republic.

**NCES.5.C&G.2.2** - Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).

**NCES.5.C&G.2.3** - Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.

**NCES.5.C&G.2.4** - Explain why civic participation is important in the United States.

### Course: Culture

**NCES.5.C.1** - Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

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

**NCES.5.C.1.2** - Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.

**NCES.5.C.1.3** - Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

**NCES.5.C.1.4** - Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

### Course: Economics and Financial Literacy

**NCES.5.EC.1** - Understand how a market economy impacts life in the United States.

**NCES.5.EC.1.1** - Summarize the role of international trade between the United States and other countries through Reconstruction.

**NCES.5.EC.1.2** - Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.

**NCES.5.EC.2** - Understand that personal choices result in benefits or consequences.

**NCES.5.EC.2.1** - Explain the importance of developing a basic budget for spending and saving.

**NCES.5.EC.2.2** - Evaluate the costs and benefits of spending, borrowing and saving.

### Course: Geography and Environmental Literacy

**NCES.5.G.1** - Understand how human activity has and continues to shape the United States.

**NCES.5.G.1.1** - Explain the impact of the physical environment on early settlements in the New World.

**NCES.5.G.1.2** - Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.

**NCES.5.G.1.3** - Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.

**NCES.5.G.1.4** - Exemplify migration within or immigration to the United States in order to identify push and



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pull factors (why people left/why people came).

### Course: History

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

**NCES.5.H.1.1** - Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).

**NCES.5.H.1.2** - Summarize the political, economic and social aspects of colonial life in the thirteen colonies.

**NCES.5.H.1.3** - Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.

**NCES.5.H.2** - Understand the role of prominent figures in shaping the United States.

**NCES.5.H.2.1** - Summarize the contributions of the "Founding Fathers" to the development of our country.

**NCES.5.H.2.2** - Explain how key historical figures have exemplified values and principles of American democracy.

**NCES.5.H.2.3** - Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.

### Grade: Grade 6

### Course: Civics and Government

**NCES.6.C&G.1** - Understand the development of government in various civilizations, societies and regions.

**NCES.6.C&G.1.1** - Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy).

**NCES.6.C&G.1.2** - Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).

**NCES.6.C&G.1.3** - Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments.

**NCES.6.C&G.1.4** - Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

### Course: Culture

**NCES.6.C.1** - Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

**NCES.6.C.1.1** - Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture).

**NCES.6.C.1.2** - Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).

**NCES.6.C.1.3** - Summarize systems of social structure within various civilizations and societies over time (e.g. Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

### Course: Economics and Financial Literacy

**NCES.6.EC.1** - Understand how the physical environment and human interaction affected the economic



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activities of various civilizations, societies and regions.

**NCES.6.EC.1.1** - Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

**NCES.6.EC.1.2** - Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

### Course: Geography and Environmental Literacy

**NCES.6.G.1** - Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

**NCES.6.G.1.1** - Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).

**NCES.6.G.1.2** - Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).

**NCES.6.G.1.3** - Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up).

**NCES.6.G.1.4** - Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

**NCES.6.G.2** - Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.

**NCES.6.G.2.1** - Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.

**NCES.6.G.2.2** - Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).

### Course: History

**NCES.6.H.1** - Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

**NCES.6.H.1.1** - Construct charts, graphs, and historical narratives to explain particular events or issues over time.

**NCES.6.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.

**NCES.6.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.

**NCES.6.H.2** - Understand the political, economic and /or social significance or historical events, issues, individuals and cultural groups.

**NCES.6.H.2.1** - Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).

**NCES.6.H.2.2** - Compare historical and contemporary events and issues to understand continuity and change.



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**NCES.6.H.2.3** - Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication).

**NCES.6.H.2.4** - Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

**Grade:** Grade 7

**Course:** Civics and Governance

**NCES.7.C&G.1** - Understand the development of government in modern societies and regions.

**NCES.7.C&G.1.1** - Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).

**NCES.7.C&G.1.2** - Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.

**NCES.7.C&G.1.3** - Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).

**NCES.7.C&G.1.4** - Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).

**Course:** Culture

**NCES.7.C.1** - Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

**NCES.7.C.1.1** - Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).

**NCES.7.C.1.2** - Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

**Course:** Economics and Financial Literacy

**NCES.7.EC.1** - Understand the economic activities of modern societies and regions.

**NCES.7.EC.1.1** - Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).

**NCES.7.EC.1.2** - Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).

**NCES.7.EC.1.3** - Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).

**NCES.7.EC.1.4** - Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).

**Course:** Geography and Environmental Literacy

**NCES.7.G.1** - Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.

**NCES.7.G.1.1** - Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).



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**NCES.7.G.1.2** - Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.

**NCES.7.G.1.3** - Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.

**NCES.7.G.2** - Apply the tools of a geographer to understand modern societies and regions.

**NCES.7.G.2.1** - Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).

**NCES.7.G.2.2** - Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.

### Course: History

**NCES.7.H.1** - Use historical thinking to analyze various modern societies.

**NCES.7.H.1.1** - Construct charts, graphs, and historical narratives to explain particular events or issues over time.

**NCES.7.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.

**NCES.7.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.

**NCES.7.H.2** - Understand the implications of global interactions.

**NCES.7.H.2.1** - Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).

**NCES.7.H.2.2** - Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).

**NCES.7.H.2.3** - Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).

**NCES.7.H.2.4** - Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.

### Grade: **Grade 8**

### Course: Civics and Governance

**NCES.8.C&G.1** - Analyze how democratic ideals shaped government in North Carolina and the United States.

**NCES.8.C&G.1.1** - Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

**NCES.8.C&G.1.2** - Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

**NCES.8.C&G.1.3** - Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).



# NORTH CAROLINA ESSENTIAL STANDARDS

## Social Studies

**NCES.8.C&G.1.4** - Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

**NCES.8.C&G.2** - Understand the role that citizen participation plays in societal change.

**NCES.8.C&G.2.1** - Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).

**NCES.8.C&G.2.2** - Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

**NCES.8.C&G.2.3** - Explain the impact of human and civil rights issues throughout North Carolina and United States history.

### Course: Culture

**NCES.8.C.1** - Understand how different cultures influenced North Carolina and the United States.

**NCES.8.C.1.1** - Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

**NCES.8.C.1.2** - Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian)

**NCES.8.C.1.3** - Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

### Course: Economics and Financial Literacy

**NCES.8.EC.1** - Understand the economic activities of North Carolina and the United States.

**NCES.8.EC.1.1** - Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

**NCES.8.EC.1.2** - Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

**NCES.8.EC.1.3** - Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

### Course: Geography and Environmental Literacy

**NCES.8.G.1** - Understand the geographic factors that influenced North Carolina and the United States.

**NCES.8.G.1.1** - Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

**NCES.8.G.1.2** - Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).

**NCES.8.G.1.3** - Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).



# NORTH CAROLINA ESSENTIAL STANDARDS

## Social Studies

### Course: History

**NCES.8.H.1** - Apply historical thinking to understand the creation and development of North Carolina and the United States.

**NCES.8.H.1.1** - Construct charts, graphs, and historical narratives to explain particular events or issues.

**NCES.8.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.

**NCES.8.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.

**NCES.8.H.1.4** - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

**NCES.8.H.1.5** - Analyze the relationship between historical context and decision-making.

**NCES.8.H.2** - Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

**NCES.8.H.2.1** - Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.

**NCES.8.H.2.2** - Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

**NCES.8.H.2.3** - Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

**NCES.8.H.3** - Understand the factors that contribute to change and continuity in North Carolina and the United States.

**NCES.8.H.3.1** - Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).

**NCES.8.H.3.2** - Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).

**NCES.8.H.3.3** - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

**NCES.8.H.3.4** - Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.