

# North Carolina Social Studies K-12 Standard Course of Study Crosswalks

## Kindergarten Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Kindergarten** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: KINDERGARTEN INQUIRY STRAND

<b>**Important to Note:</b> <i>There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.</i>			
<b>NEW SCOS (2021)</b>		<b>NEW SCOS (2021)</b>	<b>OLD SCOS (2010)</b>
<b>Focus of New 2021 Inquiry Indicators</b>	<b>Category</b>	<b>New 2021 Inquiry Indicators</b>	<b>Historical Thinking Skills from the 2010 Standards</b> <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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	<b>Compelling Questions</b>	<b>I.1.1</b> Identify inquiry as a process to answer questions and solve issues <b>I.1.2</b> Recognize a compelling question with prompting and support <b>I.1.3</b> Explain why or how a compelling question is important to a topic or issue	

band. Teachers should be encouraged to use these indicators in every grade level.	<b>Supporting Questions</b>	I.1.4 Identify what questions are needed to support the compelling question I.1.5 Recognize how supporting questions connect to compelling questions	
	<b>Gathering and Evaluating Sources</b>	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it	
	<b>Developing Claims and Using Evidence</b>	<i>Starting in Grade 3</i>	
	<b>Communicating Ideas</b>	I.1.8 Construct responses to compelling questions using information from sources	
	<b>Taking Informed Action</b>	I.1.9 Identify problems related to the compelling question that students think are important	

**CROSSWALK: KINDERGARTEN BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
K.C.1 Understand how individuals are similar and different	Similarities and differences between individuals	K.B.1 Understand cultural practices in local communities and around the world	Similarities and differences in people, communities, and cultures	K.B.1.1 Identify cultural practices in local communities and around the world	K.C.1.2 Explain the elements of culture	
				K.B.1.2 Compare cultural practices of people in local communities and around the world	K.C.1.2 Explain the elements of culture	
				K.B.1.3 Summarize		

				stories that illustrate how positive character traits such as empathy, resilience, and respect help people contribute to their communities		
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**CROSSWALK: KINDERGARTEN CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>K.C&amp;G.1</b> Understand the roles of a citizen	Roles of citizens	<b>K.C&amp;G.1</b> Understand that people work together to create and follow rules	People work together to create and follow rules	<b>K.C&amp;G.1.1</b> Explain why people follow rules in the classroom, school, and community	<b>1.C&amp;G.1.1</b> Explain why rules are needed in the home, school, and community ( <i>Formerly in 1st grade</i> )	
				<b>K.C&amp;G.1.2</b> Exemplify ways people follow rules in the classroom, school, and community	<b>K.C&amp;G.1.2</b> Explain why citizens obey rules in the classroom, school, home and neighborhood	
				<b>K.C&amp;G.1.3</b> Identify the consequences of following or not following rules in the classroom, school, and community	<b>K.C&amp;G.1.2</b> Explain why citizens obey rules in the classroom, school, home and neighborhood	
				<b>K.C&amp;G.1.4</b> Use a procedure for how people can effectively work together to improve classrooms and communities		

**CROSSWALK: KINDERGARTEN ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	2010 Objectives Incorporated into Another 2021 Grade/Course
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	
K.E.1 Understand basic economic concepts	Understanding of basic economic concepts	K.E.1 Analyze basic economic concepts	Examining the relationship between needs and wants and goods and services	K.E.1.1 Differentiate between needs and wants	K.E.1.1 Explain how families have needs and wants K.E.1.2 Explain how jobs help people meet their needs and wants	
				K.E.1.2 Differentiate between goods and services		

**CROSSWALK: KINDERGARTEN GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	2010 Objectives Incorporated into Another 2021 Grade/Course
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	
K.G.1 Use geographic representations and terms to describe surroundings	Development of geographic skills  Using geographic tools to describe places that	K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings	Development of geographic skills  Using geographic tools to describe places that	K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world	K.G.1.1 Use maps to locate places in the classroom, school and home 2.G.1.2 Interpret maps of the school and community that contain symbols, legends and cardinal directions (Formerly in 2nd	

	surround you		surround you		grade)
				<b>K.G.1.2</b> Identify physical features of places using maps, globes, and/or digital representations	<b>K.G.1.2</b> Use globes and maps to locate land and water features <b>K.G.1.3</b> Identify physical features
				<b>K.G.1.3</b> Identify locations in the classroom, community, and around the world with positional words	<b>K.G.1.4</b> Identify locations in the classroom using positional words <b>1.G.1.2</b> Give examples showing the location of places ( <i>Formerly in 1st grade</i> )
<b>K.G.2</b> Understand the interaction between humans and the environment	The ways humans interact with the environment	<b>K.G.2</b> Understand interactions between humans and the environment	The ways humans interact with the environment	<b>K.G.2.1</b> Explain ways people around the world use natural resources	<b>K.G.2.2</b> Explain ways people use environmental resources to meet basic needs and wants <b>1.G.2.2</b> Explain how people use natural resources in the community ( <i>Formerly in 1st grade</i> ) <b>2.G.2.1</b> Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs ( <i>Formerly in 2nd grade</i> )
				<b>K.G.2.2</b> Explain how the environment influences people to move from place to place	

**CROSSWALK: KINDERGARTEN HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>K.H.1</b> Understand change over time	The study of how things change over time	<b>K.H.1</b> Understand change over time	The study of how things change over time	<b>K.H.1.1</b> Exemplify ways in which people change over time	<b>K.H.1.1</b> Explain how people change over time (self and others)	
				<b>K.H.1.2</b> Explain how various events have shaped history	<b>K.H.1.3</b> Explain the impact of how life events bring change	
				<b>K.H.1.3</b> Compare life in the past to life today within the home, community, and around the world		

**Eliminated/Moved Objectives:**

- K.C.1.1** Explain similarities in self and others
- K.C&G.1.1** Exemplify positive relationships through fair play and friendship
- K.G.2.1** Explain how people adapt to weather conditions
- K.H.1.2** Explain how seasons change over time

## Grade 1 Social Studies Crosswalk

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While the new Social Studies NCSCOS (2021) for **First Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 1 INQUIRY STRAND

<b>**Important to Note:</b> <i>There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.</i>			
NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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	<b>Compelling Questions</b>	<b>I.1.1</b> Identify inquiry as a process to answer questions and solve issues <b>I.1.2</b> Recognize a compelling question with prompting and support <b>I.1.3</b> Explain why or how a compelling question is important to a topic or issue	
	<b>Supporting Questions</b>	<b>I.1.4</b> Identify what questions are needed to support the compelling question <b>I.1.5</b> Recognize how supporting questions connect to compelling questions	

	<b>Gathering and Evaluating Sources</b>	<b>I.1.6</b> Demonstrate an understanding of facts, opinions, and other details in sources <b>I.1.7</b> Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it	
	<b>Developing Claims and Using Evidence</b>	<i>Starting in Grade 3</i>	
	<b>Communicating Ideas</b>	<b>I.1.8</b> Construct responses to compelling questions using information from sources	
	<b>Taking Informed Action</b>	<b>I.1.9</b> Identify problems related to the compelling question that students think are important	

**CROSSWALK: GRADE 1 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>1.C.1</b> Understand the diversity of people in the local community	Diversity of people in communities	<b>1.B.1</b> Understand how culture, values, and beliefs shape people, places, and environments	The ways in which culture, values, and beliefs shape people, places, and environments	<b>1 B.1.1</b> Compare cultural practices and traditions in local communities and around the world	<b>1.C.1.1</b> Compare the languages, traditions, and holidays of various cultures	
				<b>1 B.1.2</b> Explain how culturally, racially, and ethnically diverse people shape a community		
				<b>1 B.1.3</b> Explain how the artistic expressions of diverse cultures	<b>1.H.1.2</b> Explain the importance of folklore and celebrations and their	



				contribute to communities	impact on local communities	
				<b>1 B.1.4</b> Explain various ways in which culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and around the world	<b>1.C&amp;G.1.3</b> Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities	

**CROSSWALK: GRADE 1 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>1.C&amp;G.1</b> Understand the importance of rules	The importance of having and following rules	<b>1.C&amp;G.1</b> Understand how people shape communities, laws, and individual rights	The ways that communities and laws are shaped by the people who live in them	<b>1.C&amp;G.1.1</b> Exemplify ways people play a role in shaping communities		
				<b>1.C&amp;G.1.2</b> Exemplify ways people contribute to making rules and laws		
				<b>1.C&amp;G.1.3</b> Exemplify how people play a role in shaping government decisions and the individual rights of people		
				<b>1.C&amp;G.1.4</b> Compare the roles of authority figures	<b>1.C&amp;G.1.2</b> Classify the roles of authority figures in	

				in the school with those in the local community and communities around the world	the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.)	
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**CROSSWALK: GRADE 1 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>1.E.1</b> Understand basic economic concepts	Understanding fundamental concepts important in the study of economics	<b>1.E.1</b> Understand the role of basic economic concepts in the decisions people make	Ways in which the economic concepts of scarcity, supply and demand, trade, and goods and services influence decisions people make	<b>1.E.1.1</b> Explain the relationship between scarcity and limited resources		
				<b>1.E.1.2</b> Recognize the relationship between supply and demand	<b>2.E.1.3</b> Summarize the concept of supply and demand ( <i>Formerly in 2nd grade</i> )	
				<b>1.E.1.3</b> Exemplify how supply and demand affect the choices people make	<b>1.E.1.3</b> Explain how supply and demand affects the choices families and communities make	
				<b>1.E.1.4</b> Explain why people and countries trade goods and services	<b>1.E.1.2</b> Identify examples of goods and services in the home, school and community <b>2.E.1.4</b> Explain why people and countries around the world trade for goods and services ( <i>Formerly in 2nd grade</i> )	

**CROSSWALK: GRADE 1 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>1.G.1</b> Use geographic representations, terms and technologies to process information from a spatial perspective	Development of geographic skills.  Understanding information from a perspective based on location, distance, and direction	<b>1.G.1</b> Apply geographic representations, tools, and terms to describe surroundings	Development of geographic skills  Using various geographic tools to learn about places	<b>1.G.1.1</b> Use maps, globes, and/or digital representations to identify various types of landforms of places around the world	<b>1.G.1.1</b> Use geographic tools to identify characteristics of various landforms and bodies of water	<b>Scaffolded down to Kindergarten:</b>  <b>1.G.2.2</b> Explain how people use natural resources in the community <b>1.G.1.2</b> Give examples showing the location of places (home, classroom, school and community)
				<b>1.G.1.2</b> Exemplify how geographic features are represented by symbols on maps or digital representations	<b>1.G.1.3</b> Understand the basic elements of geographic representations using maps (cardinal directions and map symbols)	
<b>1.G.2</b> Understand how humans and the environment interact within the local community	Ways people interact with the environment in which they live	<b>1.G.2</b> Understand interactions between humans and the environment in different places and regions around the world	The various ways people interact with the environments in which they live	<b>1.G.2.1</b> Explain how the environment impacts people in different regions of the world	<b>1.G.2.3</b> Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.)	
				<b>1.G.2.2</b> Explain how people impact environments in different regions of the world	<b>1.G.2.1</b> Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.) <b>2.G.2.2</b> Explain how	

					people positively and negatively affect the environment ( <i>Formerly in 2nd grade</i> )	
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**CROSSWALK: GRADE 1 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
1.H.1 Understand that history tells a story of how people and events changed society over time	The stories that tell about the things people do and the events that occur that change society over time	1.H.1 Understand how people and events have changed society over time	The study of how societies change over time due to both the actions of people and the events which occur	1.H.1.1 Explain how the contributions of people throughout history have helped change various communities around the world	1.H.1.1 Explain how and why neighborhoods and communities change over time	
				1.H.1.2 Use primary and secondary sources to interpret multiple perspectives of various historical events		

**Eliminated/Moved Objectives:**

- 1.H.1.3 Explain why national holidays are celebrated
- 1.C.1.2 Use literature to help people understand diverse cultures
- 1.E.1.1 Summarize the various ways in which people earn and use money for goods and services

## Grade 2 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Second Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 2 INQUIRY STRAND

**Important to Note: There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.			
NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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	<b>Compelling Questions</b>	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers	
	<b>Supporting Questions</b>	I.1.2 Construct supporting questions based upon disciplinary concepts	
	<b>Gathering and Evaluating Sources</b>	I.1.3 Analyze details, central ideas and inferences from sources using discipline-specific strategies I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the	

encouraged to use these indicators in every grade level.		selection	
	<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives <b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources	
	<b>Communicating Ideas</b>	<b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail <b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence <b>I.1.9</b> Determine the credibility of disciplinary arguments of peers	
	<b>Taking Informed Action</b>	<b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues <b>I.1.11</b> Use a range of civic approaches to address problems being investigated	

**CROSSWALK: GRADE 2 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>2.C.1</b> Understand how various cultures influence communities	Culture influences communities	<b>2.B.1</b> Understand how values and beliefs shape culture in	The ways in which values and beliefs shape culture	<b>2.B.1.1</b> Identify the various values and beliefs of diverse cultures that have shaped American identity		

		America		<b>2.B.1.2</b> Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America	<b>2.C.1.1</b> Explain how artistic expressions of diverse cultures contribute to the community	
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**CROSSWALK: GRADE 2 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives		2010 Objectives Incorporated into Another 2021 Grade/Course
<b>2.C&amp;G.1</b> Understand the purpose of governments	Purpose of government	<b>2.C&amp;G.1</b> Understand how freedom, equality, and democracy contribute to the government of America	Ways freedom, equality, and democracy contribute to government of America	<b>2.C&amp;G.1.1</b> Explain how principles of democracy have shaped the government of America		
				<b>2.C&amp;G.1.2</b> Summarize the role of government in protecting freedom and equality of individuals in America		
				<b>2.C&amp;G.1.3</b> Compare the structure and function of the three branches of government at the national level		
				<b>2.C&amp;G.1.4</b> Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality		
					<b>2.C&amp;G.2.2</b> Explain why it is important for citizens to participate in their community	

<b>2.C&amp;G.2</b> Understand the roles and responsibilities of citizens	Roles and responsibilities of citizens	
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**CROSSWALK: GRADE 2 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>2.E.1</b> Understand basic economic concepts	Basic economic concepts	<b>2.E.1</b> Understand how the availability of resources impacts economic decisions	Economic decisions are impacted by the availability of resources	<b>2.E.1.1</b> Explain how scarcity affects economic decisions  <b>2.E.1.2</b> Explain how the availability of resources impacts the production of goods		<b>Scaffolded down to first grade:</b>  <b>2.E.1.4</b> Explain why people and countries around the world trade for goods and services  <b>Scaffolded up to third grade:</b>  <b>2.E.1.2</b> Explain the roles and impact producers and consumers have on the economy  <b>Scaffolded down to first and up to third grade</b>  <b>2.E.1.3</b> Summarize the concept of supply and demand



**CROSSWALK: GRADE 2 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective	Development of geographic skills.  Process information from a perspective based on location, distance, and direction	2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement	Humans and the physical environment are impacted by movement and settlement	2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation		
				2.G.1.2 Explain how the environment has impacted settlement across America		
				2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America		
2.G.2 Understand the effects of humans interacting with their environment	Humans interact with their environment					<p><b>Scaffolded down to First Grade:</b></p> <p>2.G.2.2 Explain how people positively and negatively affect the environment</p> <p><b>Scaffolded down to Kindergarten:</b></p> <p>2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs 2.G.1.2 Interpret maps of the school and community that contain symbols, legends and cardinal directions</p>

**CROSSWALK: GRADE 2 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
2.H.1 Understand how various sources provide information about the past	Sources provide information about the past	2.H.1 Understand how various people and events have shaped America	Various ways people and events shape America	2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history	2.H.1.2 Identify contributions of historical figures through various genres	
				2.H.1.2 Explain ways in which various historical events have shaped American history		
				2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources	2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews	

**Eliminated/Moved Objectives:**

- 2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions
- 2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups
- 2.C&G 1.1 Explain government services and their value to the community
- 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens
- 2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers
- 2.E.1.5 Explain how money is used for saving, spending, borrowing and giving
- 2.E.1.6 Summarize the role of financial institutions relative to savings
- 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map
- 2.H.1.1 Use timelines to show sequencing of events

### Grade 3 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Third Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

#### CROSSWALK: GRADE 3 INQUIRY STRAND

**\*\*Important to Note:** *There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.*

NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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.	<b>Compelling Questions</b>	I.1.1 Identify content required to provide an answer to compelling questions I.1.2 Construct compelling questions that promote inquiry with peers	
	<b>Supporting Questions</b>	I.1.3 Understand how responses to supporting questions provide responses to compelling questions I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers	

Teachers should be encouraged to use these indicators in every grade level.	<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection	<b>3.C&amp;G.2.3</b> Apply skills in civic engagement and public discourse
	<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions <b>I.1.8</b> Accurately use information from sources when making claims <b>I.1.9</b> Make inferences from information in sources	
	<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources	
	<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question	

**CROSSWALK: GRADE 3 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>3.C.1</b> Understand how diverse cultures are visible in local and regional communities	The various ways diversity of culture is visible in communities	<b>3.B.1</b> Understand how values and beliefs of individuals and groups influence communities	The various ways values and beliefs influence communities	<b>3.B.1.1</b> 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		
				<b>3.B.1.2</b> Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities	<b>3.C.1.1</b> Compare languages, foods and traditions of various groups living in local and regional communities	

**CROSSWALK: GRADE 3 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>3.C&amp;G.1</b> Understand the development, structure and function of local government	Structure and function of government	<b>3.C&amp;G.1</b> Understand the structure and function of state and local government	Structure and function of government	<b>3.C&amp;G.1.1</b> Compare the structure and function of both state and local government	<b>3.C&amp;G.1.2</b> Describe the structure of local government and how it functions to serve citizens	
				<b>3.C&amp;G.1.2</b> Classify the roles and responsibilities of leaders in state and local government		
				<b>3.C&amp;G.1.3</b> Compare how state, local, and tribal governments help solve problems within communities		
<b>3.C&amp;G.2</b> Understand how citizens participate in their communities	Ways citizens participate in communities					

**CROSSWALK: GRADE 3 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	2010 Objectives Incorporated into Another 2021 Grade/Course
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	
<b>3.E.1</b> Understand how the location of regions affects activity in a market economy	Location affects activity in a market economy	<b>3.E.1</b> Understand how economic decisions and resources affect the local economy	Economic decisions and resources affect the local economy	<b>3.E.1.1</b> Explain how entrepreneurship develops local communities	<b>3.E.2.2</b> Give examples of entrepreneurship in various regions of our state	
					<b>4.E.1.4</b> Explain the impact of entrepreneurship on the economy of North Carolina ( <i>Formerly in 4th grade</i> )	
				<b>3.E.1.2</b> Explain how the natural resources of a region impact the production and consumption of goods in local communities	<b>3.E.1.2</b> Explain how locations of regions and natural resources influence economic development	
				<b>3.E.1.3</b> Summarize the role supply and demand plays in local economies	<b>3.E.1.1</b> Explain how location impacts supply and demand	
<b>3.E.2</b> Understand entrepreneurship in a market economy	Entrepreneurship in a market economy					

**CROSSWALK: GRADE 3 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>3.G.1</b> Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions)	Understand the Earth's patterns using the five themes of geography	<b>3.G.1</b> Understand how geography impacts the development of regions and communities	The ways in which geography impacts the development of regions and communities	<b>3.G.1.1</b> Explain how the absolute and relative location of places impacts the development of communities	<b>3.G.1.1</b> Find absolute and relative locations of places within the local community and region	
				<b>3.G.1.2</b> Explain how climate and physical characteristics affect the ways in which people live in a place or region	<b>3.G.1.3</b> Exemplify how people adapt to, change and protect the environment to meet their needs	
				<b>3.G.1.3</b> Explain how movement of goods, people, and ideas is impacted by the geography of a place or region	<b>3.G.1.4</b> Explain how the movement of goods, people and ideas impact the community	

**CROSSWALK: GRADE 3 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>3.H.1</b> Understand how events,	Events, individuals and ideas	<b>3.H.1</b> Understand how various	The study of how people and historical	<b>3.H.1.1</b> Explain how the experiences and achievements of women,	<b>3.H.1.2</b> Analyze the impact of contributions made by diverse historical figures in	

individuals and ideas have influenced the history of local and regional communities	influence the history of communities	people and historical events have shaped local communities	events shape communities	indigenous, religious, and racial groups have contributed to the development of the local community	local communities and regions over time	
				<b>3.H.1.2</b> Explain the lasting impact historical events have had on local communities	<b>3.H.1.1</b> Explain key historical events that occurred in the local community and regions over time	
				<b>3.H.1.3</b> Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities	<b>3.H.2.2</b> Explain how multiple perspectives are portrayed through historical narratives	
<b>3.H.2</b> Use historical thinking skills to understand the context of events, people and places	Using historical thinking skills to understand the context of events, people and places					

**Eliminated/Moved Objectives:**

- 3.C.1.3** Use non-fiction texts to explore how cultures borrow and share from each other.
- 3.C.1.2** Exemplify how various groups show artistic expression within the local and regional communities
- 3.C&G.1.1** Summarize the historical development of local governments.
- 3.C&G.1.2** Describe the structure of local government and how it functions to serve citizens.
- 3.C&G.2.1** Exemplify how citizens contribute politically, socially and economically to their community.
- 3.C&G.2.2** Exemplify how citizens contribute to the well-being of the community's natural environment.



- 3.E.2.1 Explain why people become entrepreneurs.
- 3.G.1.2 Compare the human and physical characteristics of places.
- 3.G.1.5 Summarize the elements that define regions.
- 3.G.1.6 Compare various regions according to their characteristics.
- 3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

## Grade 4 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Fourth Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 4 INQUIRY STRAND

<b>**Important to Note:</b> <i>There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.</i>			
NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band.	<b>Compelling Questions</b>	I.1.1 Identify content required to provide an answer to compelling questions I.1.2 Construct compelling questions that promote inquiry with peers	
	<b>Supporting Questions</b>	I.1.3 Understand how responses to supporting questions provide responses to compelling questions I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers	

Teachers should be encouraged to use these indicators in every grade level.	<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection	
	<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions <b>I.1.8</b> Accurately use information from sources when making claims <b>I.1.9</b> Make inferences from information in sources	
	<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources	
	<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question	

**CROSSWALK: GRADE 4 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>4.C.1</b> Understand the impact of various cultural groups on North Carolina	Impact of cultural groups on North Carolina	<b>4.B.1</b> Understand ways in which values and beliefs have influenced the development of North	How values and beliefs impact North Carolina's identity	<b>4.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina	<b>4.C.1.2</b> Explain how the artistic expression of various groups represents the cultural heritage of North Carolina	
				<b>4.B.1.2</b> Explain how the values and beliefs of various indigenous,	<b>4.C.1.1</b> Explain how the settlement of people from various cultures affected	

		Carolina's identity as a state		religious, and racial groups have contributed to the development of North Carolina	the development of regions in North Carolina	
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**CROSSWALK: GRADE 4 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>4.C&amp;G.2</b> Understand the development, structure and function of North Carolina's government	Structure and function of North Carolina government	<b>4.C&amp;G.1</b> Understand the role of citizens in local and state government	The role of citizens in North Carolina government	<b>4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders	<b>4.C&amp;G.1.2</b> Compare the roles and responsibilities of state elected leaders	
				<b>4.C&amp;G.1.2</b> Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government		
				<b>4.C&amp;G.1.3</b> Differentiate between rights and responsibilities reflected in the North Carolina Constitution	<b>4.C&amp;G.2.2</b> Give examples of rights and responsibilities of citizens according to the North Carolina Constitution  <b>4.C&amp;G.2.3</b> Differentiate between rights and responsibilities reflected in the North Carolina Constitution	
<b>4.C&amp;G.2</b> Analyze the	Examining the					

North Carolina Constitution	Constitution of North Carolina	
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**CROSSWALK: GRADE 4 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>4.E.1</b> Understand how a market economy impacts life in North Carolina	The impact of a market economy on daily life	<b>4.E.1</b> Understand how economic decisions and resources affect the economy of North Carolina	Decisions and resources impact the economy	<b>4.E.1.1</b> Explain the ways in which scarcity impacts economic decisions in North Carolina	<b>4.E.1.2</b> Understand how scarcity and choice in a market economy impacts business decisions	<b>Scaffolded down to 3rd Grade:</b>  <b>4.E.1.4</b> Explain the impact of entrepreneurship on the economy of North Carolina
				<b>4.E.1.2</b> Explain factors that have led to economic growth and decline for North Carolina's major industries		
				<b>4.E.1.3</b> Explain ways in which factors of production are influenced by the availability of resources in North Carolina	<b>4.G.1.2</b> Explain the impact that human activity has on the availability of natural resources in North Carolina	
<b>4.E.2</b> Understand the economic factors when making personal	The study of personal financial literacy	<b>4.E.2</b> Understand the impact of personal financial decisions	Understanding the benefits and consequences of the financial decisions	<b>4.E.2.1</b> Explain the way in which personal financial decisions such as spending and saving may affect everyday life	<b>4.E.2.1</b> Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect	

choices			people make		everyday life	
				<b>4.E.2.2</b> Exemplify outcomes of positive and negative financial decisions	<b>4.E.2.2</b> Explain how limited personal financial resources affect the choices people make based on their wants and needs	

**CROSSWALK: GRADE 4 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>4.G.1</b> Understand how human, environmental, and technological factors affect the growth and development of North Carolina	The impact of human activity and technology on the development of North Carolina	<b>4.G.1</b> Understand the role geography has played in the development of North Carolina	The ways in which geography impacts the development of North Carolina	<b>4.G.1.1</b> Compare the development of various geographic regions in North Carolina using geographic tools and representations		
				<b>4.G.1.2</b> Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools		
				<b>4.G.1.3</b> Summarize the reasons for forced and voluntary migration to, from, and within North Carolina		

**CROSSWALK: GRADE 4 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>4.H.1</b> Analyze the chronology of key historical events in North Carolina history	Examine the order of key events in North Carolina history	<b>4.H.1</b> Understand the role of various people, events, and ideas in shaping North Carolina	The study of how people, events and ideas shape North Carolina	<b>4.H.1.1</b> Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina		
				<b>4.H.1.2</b> Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina	<b>4.H.1.1</b> Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration	
				<b>4.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped North Carolina	<b>4.H.1.3</b> Explain how people, events and developments brought about changes to communities in various regions of N.C.	
				<b>4.H.1.4</b> Summarize the role North Carolina has played in major conflicts and events throughout the history of America	<b>4.H.1.4</b> Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction	

				<p><b>4.H.1.5</b> Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina</p>		
				<p><b>4.H.1.6</b> Explain the significance of historical symbols in North Carolina from various perspectives</p>	<p><b>4.H.2.1</b> Explain why important buildings, statues, monuments, and place names are associated with the state's history</p> <p><b>4.H.2.2</b> Explain the historical significance of North Carolina's state symbols</p>	
<p><b>4.H.2</b> Understand how notable structures, symbols, and place names are significant to North Carolina</p>	<p>The significance of symbols, places, and names.</p>					

**Eliminated/Moved Objectives:**

- 4.C&G.1.1** Summarize the key principles and revisions of the North Carolina Constitution.
- 4.C&G.1.3** Explain the influence of the colonial history of North Carolina on the governing documents of our state.
- 4.C&G.1.4** Compare North Carolina's government with local governments.
- 4.C&G.2.1** Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.
- 4.E.1.1** Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.
- 4.E.1.3** Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.
- 4.G.1.1** Summarize changes that have occurred in North Carolina since statehood.
- 4.G.1.3** Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.



**4.G.1.4** Explain the impact of technology on North Carolina’s citizens, past and present

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

## Grade 5 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Fifth Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 5 INQUIRY STRAND

<b>**Important to Note:</b> <i>There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.</i>			
NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band.	<b>Compelling Questions</b>	<b>I.1.1</b> Identify content required to provide an answer to compelling questions <b>I.1.2</b> Construct compelling questions that promote inquiry with peers	
	<b>Supporting Questions</b>	<b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions <b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers	

Teachers should be encouraged to use these indicators in every grade level.	<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection	<b>5.C&amp;G.1.3</b> Analyze historical documents that shaped the foundation of the United States government
	<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions <b>I.1.8</b> Accurately use information from sources when making claims <b>I.1.9</b> Make inferences from information in sources	
	<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources	
	<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question	

**CROSSWALK: GRADE 5 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>5.C.1</b> Understand how increased diversity resulted from migration, settlement patterns and economic development	The impact of migration, settlement and economic patterns on diversity	<b>5.B.1</b> Understand ways in which values and beliefs have influenced the development of the United	The ways in which values and beliefs impact development of the United States	<b>5.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States		
				<b>5.B.1.2</b> Explain how the values and beliefs of		

in the United States		States		various indigenous, religious, and racial groups have contributed to the development of American identity		
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**CROSSWALK: GRADE 5 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>5.C&amp;G.1</b> Understand the development, structure and function of government in the United States	The development, structure and function of government in the United States	<b>5.C&amp;G.1</b> Analyze the structure and function of the United States government in terms of cooperation and compromise	How the structure and function of government impacts cooperation and compromise	<b>5.C&amp;G.1.1</b> Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate	<b>5.C&amp;G.1.2</b> Summarize the organizational structures and powers of the United States government	
				<b>5.C&amp;G.1.2</b> Explain how the three branches of government work together to protect freedom, equality, and justice		
				<b>5.C&amp;G.2.1</b> Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights		

**5.C&G.2.2** Exemplify ways in which rights are protected under the United States Constitution

**CROSSWALK: GRADE 5 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>5.E.1</b> Understand how a market economy impacts life in the United States	The ways in which life in the United States is impacted by the market economy	<b>5.E.1</b> Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade	How economic growth and trade in the United States are impacted by economic decisions and the consequences of those decisions	<b>5.E.1.1</b> Explain factors that led to economic growth and decline within the United States at various times in history	<b>5.E.1.2</b> Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States	
				<b>5.E.1.2</b> Compare economic decisions in terms of benefits and consequences		
				<b>5.E.1.3</b> Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States	<b>5.E.1.2</b> Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States	
				<b>5.E.1.4</b> Summarize the role of trade between the United States and	<b>5.E.1.1</b> Summarize the role of international trade between the United	

				other countries	States and other countries through Reconstruction	
		<b>5.E.2</b> Understand the impact of personal financial decisions	Understanding the consequences of the financial decisions people make  Understanding the negative and positive consequences of the financial decisions people make	<b>5.E.2.1</b> Explain how personal financial decisions affect everyday life	<b>5.E.2.2</b> Evaluate the costs and benefits of spending, borrowing and saving	
	<b>5.E.2.2</b> Explain the importance of developing a basic budget for spending and saving			<b>5.E.2.1</b> Explain the importance of developing a basic budget for spending and saving		
	<b>5.E.2.3</b> Explain how personal financial decisions impact economic growth and decline in the United States					

**CROSSWALK: GRADE 5 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>5.G.1</b> Understand how human activity has and continues to shape the United States	Ways in which Human activity impacts the development of the United States	<b>5.G.1</b> Understand the ways in which geographic factors and features have	Ways in which geographic factors impact the development of the United States	<b>5.G1.1</b> Explain the relationship between location, physical environment, and human activity in the United States	<b>5.G.1.1</b> Explain the impact of the physical environment on early settlements in the New World  <b>5.G.1.2</b> Explain the positive and negative effects of	

		influenced development of the United States			human activity on the physical environment of the United States, past and present	
				<b>5.G.1.2</b> Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps		
				<b>5.G.1.3</b> Explain how technological innovation has impacted the geography of the United States	<b>5.G.1.3</b> Exemplify how technological advances have allowed people to overcome geographic limitations	
				<b>5 G 1.4</b> Explain the reasons for forced and voluntary migration to, from, and within the United States	<b>5.G.1.4</b> Exemplify migration within or immigration to the United States in order to identify push and pull factors	

**CROSSWALK: GRADE 5 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
5.H.1 Analyze the chronology of key events in the United States	Use chronological thinking skills to understand key events					

<b>5.H.2</b> Understand the role of prominent figures in shaping the United States	Roles people have played in shaping the United States	<b>5.H.1</b> Understand the role of various people, events, and ideas in shaping the United States	How people, events and ideas shape the United States	<b>5.H.1.1</b> Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States	
				<b>5.H.1.2</b> Summarize the changing roles of women, indigenous, racial and minority groups in the United States	<b>5.H.2.3</b> Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction
				<b>5.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped the United States	
				<b>5.H.1.4</b> Explain the impact of major conflicts and events on the development of the United States	<b>5.H.1.3</b> Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction
				<b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources	
				<b>5.H.1.6</b> Explain the significance of national symbols and traditions from various	



**Eliminated/Moved Objectives:**

- 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.
- 5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.
- 5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.
- 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.
- 5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government.
- 5.H.1.1 Evaluate the relationships between European explorers and American Indian groups, based on accuracy of historical information.
- 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.
- 5.H.2.1 Summarize the contributions of the "Founding Fathers" to the development of our country.
- 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.

## Grade 6 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Sixth Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 6 INQUIRY STRAND

**\*\*Important to Note:** The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.

NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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	<b>Compelling Questions</b>	<b>I.1.1</b> Construct a compelling question through a disciplinary lens individually and with peers	
	<b>Supporting Questions</b>	<b>I.1.2</b> Construct supporting questions based upon disciplinary concepts	
	<b>Gathering and Evaluating Sources</b>	<b>I.1.3</b> Analyze details, central ideas and inferences from sources using discipline-specific strategies <b>I.1.4</b> Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection	<b>6.H.1.3</b> Use primary and secondary sources to interpret various historical perspectives  <b>6.H.1.2</b> Summarize the literal meaning of historical documents in order to establish

indicators in every grade level.			context
	<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives <b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources	
	<b>Communicating Ideas</b>	<b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail <b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence <b>I.1.9</b> Determine the credibility of disciplinary arguments of peers	
	<b>Taking Informed Action</b>	<b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues <b>I.1.11</b> Use a range of civic approaches to address problems being investigated	

**CROSSWALK: GRADE 6 BEHAVIORAL SCIENCES STRAND**

OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course	
<b>6.C.1</b> Explain how the behaviors and practices of individuals and groups influenced societies,	Behaviors and practices influence societies civilizations and regions	<b>6.B.1</b> Understand ways in which culture influences civilizations	Ways in which culture influences civilizations	<b>6.B.1.1</b> Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas	<b>6.C.1.2</b> Explain how religion transformed various societies, civilizations and regions		

civilizations and regions				<b>6.B.1.2</b> Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas	<b>6.C.1.1</b> Analyze how cultural expressions reflected the values of civilizations, societies and regions	
				<b>6.B.1.3</b> Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time	<b>6.C.1.3</b> Summarize systems of social structure within various civilizations and societies over time	

**CROSSWALK: GRADE 6 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>6.C&amp;G.1</b> Understand the development of government in various civilizations, societies and regions	Development of government in civilizations, societies and regions	<b>6.C&amp;G.1</b> Understand the purpose of government and authority	Purpose of government and authority	<b>6.C&amp;G.1.1</b> Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas		
				<b>6.C&amp;G.1.2</b> Compare how different types of government maintain power and authority	<b>6.C&amp;G.1.4</b> Compare the role and evolution of laws and legal systems in various civilizations, societies and regions	
				<b>6.C&amp;G.1.3</b> Compare the requirements for	<b>6.C&amp;G.1.3</b> Compare the requirements for and	

				citizenship under various civilizations, empires, and societies	responsibilities of citizenship under various governments	
				<b>6.C&amp;G. 1.4</b> Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas	<b>6.C&amp;G.1.1</b> Explain the origins and structures of various governmental systems	
				<b>6.C&amp;G.1.5</b> Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas	<b>6.C&amp;G.1.2</b> Summarize the ideas that shaped political thought in various civilizations, societies and regions	
				<b>6.C&amp;G.1.6</b> Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas		

**CROSSWALK: GRADE 6 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	2010 Objectives Incorporated into Another 2021 Grade/Course
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	
<b>6.E.1</b> Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies, and regions	Physical environment affects economic activities  Human interaction affects economic activities	<b>6.E.1</b> Understand the economic activities of civilizations prior to 1400	The importance of economic activities in the development of civilizations	<b>6.E.1.1</b> Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas		
				<b>6.E.1.2</b> Explain the economic reasons for the rise and fall of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas		

**CROSSWALK: GRADE 6 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	2010 Objectives Incorporated into Another 2021 Grade/Course
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	
<b>6.G.1</b> Understand geographic factors that influenced the emergence,	Geographic factors  Emergence, expansion, and	<b>6.G.1</b> Understand the geographical factors that influence	Geographical factors that influence human migration and settlement	<b>6.G.1.1</b> Explain how human and physical characteristics impacted migration and settlement in various regions in	<b>6.G.1.2</b> Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies	

expansion, and decline of civilizations, societies, and regions over time	decline of civilizations, societies, and regions	human migration and settlement		Africa, Asia, Europe and the Americas	and regions over time <b>6.G.1.3</b> Compare distinguishing characteristics of various world regions
				<b>6.G.1.2</b> Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas	<b>6.G.1.1</b> Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions
				<b>6.G.1.3</b> 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	
				<b>6.G.1.4</b> 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	<b>6.G.1.4</b> Explain how and why civilizations, societies and regions have used, modified and adapted to their environments

<p><b>6.G.2</b> Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions</p>	<p>Tools of a geographer</p> <p>Emergence, expansion and decline of civilizations, societies and regions</p>		
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**CROSSWALK: GRADE 6 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<p><b>6.H.1</b> Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time</p>	<p>Emergence, expansion and decline of civilizations, societies, and regions</p>	<p><b>6.H.1</b> Understand the development of civilizations and societies from various perspectives</p>	<p>To study the development of civilizations and societies from various perspectives and viewpoints</p>	<p><b>6.H.1.4</b> Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas</p>	<p><b>6.H.2.4</b> Explain the role that key historical figures and cultural groups had in transforming society</p>	
				<p><b>6.H.1.2</b> 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</p>		



				<b>6.H.1.3</b> Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources		
<b>6.H.2</b> Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups	Significance of historical events, issues, individuals and cultural groups					

**Eliminated/Moved Objectives:**

- 6.E.1.1** Explain how conflict, compromise and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.
- 6.E.1.2** Explain how quality of life is impacted by economic choices of civilizations, societies and regions.
- 6.G.1.3** Compare distinguishing characteristics of various world regions.
- 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.
- 6.G.2.2** Construct maps, charts and graphs to explain data about geographic phenomena.
- 6.H.1.1** Construct charts, graphs and historical narratives to explain particular events or issues over time.
- 6.H.1.2** Summarize the literal meaning of historical documents in order to establish context.
- 6.H.1.3** Use primary and secondary sources to interpret various historical perspectives.
- 6.H.2.1** Explain how invasions, conquests and migrations affected various civilizations, societies and regions.
- 6.H.2.3** Explain how innovation and/or technology transformed civilizations, societies and regions over time.

## Grade 7 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Seventh Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 7 INQUIRY STRAND

**\*\*Important to Note:** The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.

NEW SCOS (2021)	NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
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	<b>Compelling Questions</b>	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers	
	<b>Supporting Questions</b>	I.1.2 Construct supporting questions based upon disciplinary concepts	
	<b>Gathering and Evaluating Sources</b>	I.1.3 Analyze details, central ideas and inferences from sources using discipline-specific strategies I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection	7.H.1.2 Summarize the literal meaning of historical documents in order to establish context 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives

indicators in every grade level.	<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives. <b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources	
	<b>Communicating Ideas</b>	<b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail <b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence <b>I.1.9</b> Determine the credibility of disciplinary arguments of peers	<b>7.H.1.1</b> Construct charts, graphs, and historical narratives to explain particular events or issues over time
	<b>Taking Informed Action</b>	<b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues <b>I.1.11</b> Use a range of civic approaches to address problems being investigated	

**CROSSWALK: GRADE 7 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>7.C.1</b> Understand how cultural values influence relationships between individuals, groups and	Ways in which values influence relationships and government	<b>7.B.1</b> Understand how individual and group values and beliefs have influenced various	How values and beliefs influence culture	<b>7.B.1.1</b> Compare major elements of culture in various modern societies around the world	<b>7.C.1.2</b> Explain how cultural expressions influence modern society	
				<b>7.B.1.2</b> Explain how values and beliefs affect human rights, justice, and equality for different	<b>7.C.1.1</b> Explain how culture unites and divides modern societies and regions	

political entities in modern societies and regions		cultures		groups of people		
				7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide	7.C.1.1 Explain how culture unites and divides modern societies and regions	

**CROSSWALK: GRADE 7 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
7.C&G.1 Understand the development of government in modern societies and regions	How government has developed in modern societies	7.C&G.1 Analyze modern governmental systems in terms of conflict and change	How conflict can influence change in governments	7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change	7.C&G.1.4 Compare the sources of power and governmental authority in various societies	
				7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government		
				7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens		
				7.C&G.1.4 Summarize	7.C&G.1.1 Summarize the	

				new ideas that changed political thought in various nations, societies and regions	ideas that have shaped political thought in various societies and regions  <b>7.C&amp;G.1.2</b> Evaluate how the Western concept of democracy has influenced the political ideas of modern societies	
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**CROSSWALK: GRADE 7 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>7.E.1</b> Understand the economic activities of modern societies and regions	The kinds of economic activities that make up modern economies	<b>7.E.1</b> Understand the economic activities of modern societies and regions	The kinds of economic activities that make up modern economies	<b>7.E.1.1</b> Explain the factors and conditions that contribute to the development of economic systems		
				<b>7.E.1.2</b> Explain how national and international economic decisions reflect and impact the interdependency of societies	<b>7.E.1.2</b> Explain the implications of economic decisions in national and international affairs	
				<b>7.E.1.3</b> Summarize the economic activity fostered by various economic systems	<b>7.E.1.3</b> Summarize the main characteristics of various economic systems	

				<b>7.E.1.4</b> Explain how competition for resources affects the economic relationship among nations	<b>7.E.1.1</b> Explain how competition for resources affects the economic relationship among nations	
				<b>7.E.1.5</b> Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life		

**CROSSWALK: GRADE 7 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>7.G.1</b> Understand how geography, demographic trends, and environmental conditions shape modern societies and regions	How geographical factors shape societies around the world	<b>7.G.1</b> Understand ways in which geographical factors influence societies	How geographical factors shape societies around the world	<b>7.G.1.1</b> Explain how push-pull factors of forced and voluntary migrations have affected societies around the world	<b>7.G.1.2</b> Explain how demographic trends lead to conflict, negotiation, and compromise in modern societies and regions	
				<b>7.G.1.2</b> Explain reasons why societies modify and adapt to the environment	<b>7.G.1.1</b> Explain how environmental conditions and human response to those conditions influence modern societies and regions  <b>7.G.1.3</b> Explain how natural disasters,	

					preservation efforts and human modification of the environment affect modern societies and regions	
				<b>7.G.1.3</b> Explain the influence of demographic shifts on societies using geographic tools and data	<b>7.G.1.2</b> Explain how demographic trends lead to conflict, negotiation, and compromise in modern societies and regions  <b>7.G.2.2</b> Use maps, charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions	
<b>7.G.2</b> Apply the tools of a geographer to understand modern societies and regions	Use geographic tools and data to study societies.					

**CROSSWALK: GRADE 7 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
7.H.1 Use historical thinking to analyze various modern societies	Apply skills of historical thinking to learning about societies					
7.H.2 Understand the implications of global interactions	The consequences of different interactions between nations	7.H.1 Evaluate historical and current events from a variety of perspectives	Examining events through different lenses and points of view	7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting 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		
				7.H.1.3 Compare individual and societal responses to globalization in various regions and societies	7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies	



				<p><b>7.H.1.4</b> Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives</p>	<p><b>7.H.2.2</b> Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups</p>	
				<p><b>7.H.1.5</b> Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history</p>		

**Eliminated/Moved Objectives:**

- 7.C&G.1.3** Compare the requirements for and responsibilities of citizenship under various governments in modern societies.
- 7.E.1.4** Explain how personal financial decision-making impacts quality of life.
- 7.G.2.1** Construct maps, charts, and graphs to explain data about geographic phenomena.
- 7.H.2.1** Analyze the effects of social, economic, military and political conflict among nations, regions, and groups.
- 7.H.2.4** Analyze the economic, political, and social impacts of disease in modern societies.

## Grade 8 Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

While the new Social Studies NCSCOS (2021) for **Eighth Grade** have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: GRADE 8 INQUIRY STRAND

<b>**Important to Note:</b> The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.				
NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	New 2021 Inquiry Indicators	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>	
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.	<b>Compelling Questions</b>	<b>I.1.1</b> Construct a compelling question through a disciplinary lens individually and with peers		
	<b>Supporting Questions</b>	<b>I.1.2</b> Construct supporting questions based upon disciplinary concepts		
	<b>Gathering and Evaluating Sources</b>	<b>I.1.3</b> Analyze details, central ideas and inferences from sources using discipline-specific strategies <b>I.1.4</b> Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and	<b>8.H.1.2</b> Summarize the literal meaning of historical documents in order to establish context <b>8.H.1.3</b> Use primary and secondary sources to interpret various historical perspectives	

		context of the sources to guide the selection	
	<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives <b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources	<b>8.H.1.1</b> Construct charts, graphs, and historical narratives to explain particular events or issues <b>8.H.1.4</b> Use historical inquiry to evaluate the validity of sources used to construct historical narratives
	<b>Communicating Ideas</b>	<b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail <b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence <b>I.1.9</b> Determine the credibility of disciplinary arguments of peers	<b>8.H.1.1</b> Construct charts, graphs, and historical narratives to explain particular events or issues <b>8.H.1.5</b> Analyze the relationship between historical context and decision-making
	<b>Taking Informed Action</b>	<b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues <b>I.1.11</b> Use a range of civic approaches to address problems being investigated	

**CROSSWALK: GRADE 8 BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>8.C.1</b> Understand how different cultures influenced	The influence of culture on N.C. and the U.S.	<b>8.B.1</b> Analyze the impact of group behavior on	Examining ways group behavior has impacted the development	<b>8.B.1.1</b> Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the	<b>8.C.1.3</b> Summarize the contributions of particular groups to the development of North Carolina and the United States	

North Carolina and the United States		the development of North Carolina and the nation	of North Carolina as a state and United States as a nation	development of North Carolina and the nation		
				<b>8.B.1.2</b> 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	<b>8.C.1.1</b> Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States  <b>8.C.1.2</b> Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States	

**CROSSWALK: GRADE 8 CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>8.C&amp;G.1</b> Analyze how democratic ideals shaped government in North Carolina and the United States	Examining the standards and principles that shape both N.C. and U.S. governments	<b>8.C&amp;G.1</b> Understand how democratic principles have influenced the government structure and policies	Ways in which democratic ideals influence the structure of government and both state and federal policies	<b>8.C&amp;G.1.1</b> Summarize the democratic ideals outlined in the founding documents of the state and national government	<b>8.C&amp;G.1.1</b> Summarize democratic ideals expressed in local, state, and national government	
				<b>8.C&amp;G.1.2</b> Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation		

		of North Carolina and the nation		<p><b>8.C&amp;G.1.3</b> Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals</p>	<p><b>8.C&amp;G.1.2</b> Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States</p>
				<p><b>8.C&amp;G.1.4</b> Compare different perspectives on the role of state, national, and tribal governments</p>	<p><b>8.C&amp;G.1.3</b> Analyze differing viewpoints on the scope and power of state and national governments</p>
				<p><b>8.C&amp;G.1.5</b> Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation</p>	<p><b>8.C&amp;G.1.4</b> Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States</p>
<p><b>8.C&amp;G.2</b> Understand the role that citizen participation plays in societal change</p>	<p>The role of citizens in changing society</p>	<p><b>8.C&amp;G.2</b> Evaluate the effectiveness of societal reforms</p>	<p>Determining the effect and importance various reforms have had on society</p>	<p><b>8.C&amp;G.2.1</b> Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation</p>	<p><b>8.C&amp;G.2.1</b> Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States</p> <p><b>8.C&amp;G.2.2</b> Analyze issues pursued through active citizen campaigns for change</p>
				<p><b>8.C&amp;G.2.2</b> Assess the effectiveness of reforms in terms of the impact on</p>	

				individuals, policies, and institutions in North Carolina and the nation		
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**CROSSWALK: GRADE 8 ECONOMICS STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>8.E.1</b> Understand the economic activities of North Carolina and the United States	The ways in which life in the United States and North Carolina has been impacted by economic activity	<b>8.E.1</b> Understand the economic development of North Carolina and the nation	Economic Development in the United States and North Carolina is impacted by economic decisions	<b>8.E.1.1</b> Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation		
				<b>8.E.1.2</b> Explain how industry and trade impact the economy and people of North Carolina and the nation		
				<b>8.E.1.3</b> 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		

				8.E.1.4 Exemplify ways personal financial decision making influences the economy		
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**CROSSWALK: GRADE 8 GEOGRAPHY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)	
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>8.G.1</b> Understand the geographic factors that influenced North Carolina and the United States	Way in which geographic factors impact the development of the United States and North Carolina	<b>8.G.1</b> Understand geographic factors that influence the development of North Carolina and the nation	Ways in which geographic factors impact the development of the United States and North Carolina	<b>8.G.1.1</b> Summarize the human and physical characteristics of North Carolina and the nation	<b>8.G.1.2</b> Understand the human and physical characteristics of regions in North Carolina and the United States	
				<b>8.G.1.2</b> Explain how location, resources, and human geography have influenced the development of North Carolina and the nation		
				<b>8.G.1.3</b> 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	<b>8.G.1.1</b> 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	
				<b>8.G.1.4</b> Explain the reasons for and effects	<b>8.H.3.1</b> Explain how migration and immigration	

				of forced and voluntary migration on various groups in North Carolina and the nation	contributed to the development of North Carolina and the United States from colonization to contemporary times	
				<b>8.G1.5</b> Explain how geographic expansion has impacted the development of North Carolina and the nation	<b>8.H.3.1</b> Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times	

**CROSSWALK: GRADE 8 HISTORY STRAND**

FOCUS OF THE STANDARD				CROSSWALK OF THE OBJECTIVES		
OLD SCOS (2010)		NEW SCOS (2021)		NEW SCOS (2021)		OLD SCOS (2010)
Old 2010 Standard	Overall Focus of Old 2010 Standard	New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives	2010 Objectives Incorporated into Another 2021 Grade/Course
<b>8.H.1</b> Apply historical thinking to understand the creation and development of North Carolina and the United States	Using historical thinking skills to understand the founding and development of both our state and the nation	<b>8.H.1</b> How conflict and cooperation shaped the development of North Carolina and the nation	How conflict and cooperation have impacted the development of North Carolina and the United States	<b>8.H.1.1</b> Explain the causes and effects of conflict in North Carolina and the nation	<b>8.H.2.1</b> Explain the impact of economic, political, social, and military conflicts	
				<b>8.H.1.2</b> Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation	<b>8.H.2.3</b> Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States	
				<b>8.H.1.3</b> Explain how slavery, segregation, voter suppression,		



				reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time		
				<b>8.H.1.4</b> Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice and bias have shaped the history of North Carolina and the nation		
<b>8.H.2</b> Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States	How conflict and cooperation shaped the development of North Carolina and the nation	<b>8.H.2</b> Understand how innovation and change have impacted the development of North Carolina and the nation	How innovation and change shaped the development of North Carolina and the nation	<b>8.H.2.1</b> Explain how innovation and technology have contributed to change in North Carolina and the nation	<b>8.H.3.2</b> Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States	
				<b>8.H.2.2</b> Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation		
				<b>8.H.2.3</b> Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the		

				development of North Carolina and the nation over time		
<b>8.H.3</b> Understand the factors that contribute to change and continuity in North Carolina and the United States	The factors that contribute to change and continuity in North Carolina and the nation.					

**Eliminated/Moved Objectives:**

**8.E.1.1** Explain how conflict, cooperation, and competition influenced periods of economic growth and decline

**8.E.1.2** Use economic indicators to evaluate the growth and stability of the economy of North Carolina and the United States.

**8.E.1.3** Explain how quality of life is impacted by personal financial choices

**8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States

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

**8.H.2.2** Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and

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

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

## World History Social Studies Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

In the previous Social Studies SCOS (2010), the standards for the K-8 courses were organized around the five disciplinary strands of history, geography, economics, civics & government, and culture. In the previous Social Studies SCOS (2010), the standards for the American History I and II and World History courses were written only to the disciplinary strand (lens) of History. These standards were written in a manner that asked students to study the connections government and politics, geography, economics, and culture had to the events of history. A key shift in the high school standards is that the courses, like K-8, have now been organized around the five major disciplinary strands of social studies. The intention of organizing the standards of ALL grades and courses in the K-12 scope and sequence around these five disciplinary strands is to provide for vertical articulation K-12, a comprehensive vertical progression K-12, and continuity within the entire K-12 continuum.

While the new Social Studies NCSCOS (2021) for American History and World History have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may still be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of history. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when history is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

**CROSSWALK: WORLD HISTORY INQUIRY INDICATORS**

**\*\*Important to Note:** The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.

NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Focus of New 2021 INQUIRY INDICATORS	New 2021 INQUIRY INDICATORS	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions	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.	<b>I.1.1 Compelling Questions</b> <ul style="list-style-type: none"> <li>Identify issues and problems in social studies</li> <li>Formulate questions based upon disciplinary concepts</li> </ul>	<b>WH.H.1.3</b> Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past <b>WH.H.1.4</b> Use Historical Research to: 1. Formulate historical questions
		<b>I.1.2 Supporting Questions</b> <ul style="list-style-type: none"> <li>Identify related issues and problems related to the compelling question</li> <li>Formulate supporting questions</li> </ul>	<b>WH.H.1.3</b> Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 5. Evaluate the influence of the past on contemporary issues <b>WH.H.1.4</b> Use Historical Research to: 1. Formulate historical questions
		<b>I.1.3 Gathering and Evaluating Sources</b> <ul style="list-style-type: none"> <li>Locate credible primary and secondary sources</li> <li>Identify a variety of primary and secondary sources in support of compelling and supporting questions</li> <li>Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies</li> <li>Determine the origin, context, and bias of primary and secondary sources</li> <li>Differentiate between facts and interpretation of sources</li> <li>Evaluate competing historical</li> </ul>	<b>WH.H.1.2</b> Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage 2. Differentiate between historical facts and historical interpretations <b>WH.H.1.3</b> Use Historical Analysis and Interpretation to: 4. Evaluate competing historical narratives and debates among historians

		narratives and debates among historians	
		<b>I.1.4 Developing Claims and Using Evidence</b> <ul style="list-style-type: none"> <li>Analyze data from charts, graphs, timelines, and maps</li> <li>Analyze visual, literary, and musical sources</li> <li>Examine change and continuity over time</li> <li>Analyze causes, effects, and correlations</li> <li>Determine the relevance of a source in relation to the compelling and supporting questions</li> </ul>	<b>WH.H.1.1</b> Use Chronological thinking to: 2. Interpret data presented in timelines and create timelines <b>WH.H.1.2</b> Use Historical Comprehension to: 3. Analyze data in historical maps 4. Analyze visual, literary and musical sources <b>WH.H.1.4</b> Use Historical Research to: 2. Obtain historical data from a variety of sources
		<b>I.1.5 Communicating Ideas</b> <ul style="list-style-type: none"> <li>Construct written, oral, and multimedia arguments</li> <li>Support arguments with evidence and reasoning while considering counterclaims</li> <li>Use proper formatting in citing sources for arguments</li> <li>Develop new understandings of complex historical and current issues through rigorous academic discussions</li> <li>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</li> </ul>	<b>WH.H.1.4</b> Use Historical Research to: 4. Construct analytical essays using historical evidence to support arguments
		<b>I.1.6 Taking Informed Action</b>	

		<ul style="list-style-type: none"> <li>• Generate ideas through which the inquiry facilitates change</li> <li>• Devise a plan to enact change based on the results of the inquiry</li> <li>• Organize and take individual or collaborative action in order to effect change and inform others</li> </ul>	
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**CROSSWALK: WORLD HISTORY BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>WH.B.1</b> Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions	<b>The intended focus of this objective is:</b> Examining the ways cultural beliefs, the arts, philosophical thought, and science and technology contribute to developing and shaping civilizations and societies	<b>WH.B.1.1</b> 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	<b>WH.H.2.4</b> Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact <b>WH.H.2.9</b> Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact <b>WH.H.4.1</b> Explain how interest in classical learning and religious reform contributed to increased global interaction <b>WH.H.6.1</b> Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions
		<b>WH.B.1.2</b> Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past	<b>WH.H.2.6</b> Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts <b>WH.H.3.3</b> Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies <b>WH.H.4.3</b> Explain how agricultural and technological improvements transformed daily life socially and economically

			<b>WH.H.8.4</b> Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living
<b>WH.B.2</b> Understand the concept of identity in historic and contemporary societies in terms of its development and impacts	<b>The intended focus of this objective is:</b> How people and groups identify with, and within, the larger and dominant group and how that identity plays a significant role in contributing to how a society develops	<b>WH.B.2.1</b> Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past	<b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries
		<b>WH.B.2.2</b> Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past	<b>WH.H.2.6</b> Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts <b>WH.H.2.8</b> Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies in order to analyze changes in those elements <b>WH.H.3.2</b> Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa <b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war <b>WH.H.7.4</b> Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements <b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries
		<b>WH.B.2.3</b> Explain the impact of global	<b>WH.H.2.4</b> Analyze the rise and spread of various

		interaction on the development of national, tribal, and ethnic identities, now and in the past	empires in terms of influence, achievements and lasting impact <b>WH.H.5.2</b> Explain the causes and effects of exploration and expansion <b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment <b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war
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**CROSSWALK: WORLD HISTORY CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES	
New 2021 Standard	Overall Focus of New 2021 Standard	NEW SCOS (2021) New 2021 Objectives	OLD SCOS (2010) Old 2010 Objectives
<b>WH.C&amp;G.1</b> Analyze the relationship between various societies and government in terms of freedom, equality, and power	<b>The intended focus of this objective is:</b> The relationships between the people in a society and the governments under which they live The ways in which power has been acquired, maintained, and used in relationship to the people of a society	<b>WH.C&amp;G.1.1</b> Compare ways in which individuals, groups, and governments have gained and maintained power	<b>WH.H.2.2</b> Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies <b>WH.H.3.1</b> Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa <b>WH.H.4.2</b> Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires <b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war <b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries



		<p><b>WH.C&amp;G.1.2</b> Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality</p>	<p><b>WH.H.3.1</b> Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa  <b>WH.H.3.2</b> Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa  <b>WH.H.4.2</b> Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires</p>
		<p><b>WH.C&amp;G.1.3</b> 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</p>	<p><b>WH.H.6.2</b> Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations  <b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war  <b>WH.H.8.6</b> Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States  <b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries</p>
		<p><b>WH.C&amp;G.1.4</b> Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p>	<p><b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries</p>
<p><b>WH.C&amp;G.2</b> Evaluate international diplomacy and the policies of a nation in terms of influence on global</p>	<p><b>The intended focus of this objective is:</b> The causes and effects of global conflict throughout</p>	<p><b>WH.C&amp;G.2.1</b> Explain how policies and treaties have led to international conflict, now and in the past</p>	<p><b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war  <b>WH.H.7.4</b> Explain how social and economic conditions of colonial rule contributed to the rise of</p>

conflict and resolutions.	history  Critiquing the ways in which diplomacy has helped resolve conflicts		nationalistic movements <b>WH.H.8.6</b> Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States <b>WH.H.8.7</b> Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries
		<b>WH.C&amp;G.2.2</b> Critique the effectiveness of cooperative efforts among nations, groups, and international organizations in resolving conflicts and maintaining international stability, now and in the past	<b>WH.H.8.1</b> Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power <b>WH.H.8.2</b> Explain how international crisis has impacted international politics <b>WH.H.8.6</b> Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States

**CROSSWALK: WORLD HISTORY ECONOMICS STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>WH.E.1</b> Understand the economic relationships between groups and nations in terms of power and interdependence	<b>The intended focus of this objective is:</b> How power and interdependence influence economic relationships	<b>WH.E.1.1</b> 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	<b>WH.H.2.6</b> Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts <b>WH.H.4.2</b> Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires <b>WH.H.5.1</b> Explain how and why the motivations for exploration and conquest resulted in increased

			<p>global interactions, differing patterns of trade, colonization, and conflict among nations</p> <p><b>WH.H.5.2</b> Explain the causes and effects of exploration and expansion</p> <p><b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment</p> <p><b>WH.H.7.2</b> Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization</p>
		<p><b>WH.E.1.2</b> Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</p>	<p><b>WH.H.2.6</b> Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts</p> <p><b>WH.H.4.2</b> Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires</p> <p><b>WH.H.4.3</b> Explain how agricultural and technological improvements transformed daily life socially and economically</p> <p><b>WH.H.4.4</b> Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa</p> <p><b>WH.H.7.2</b> Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization</p> <p><b>WH.H.7.3</b> Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war</p>
		<p><b>WH.E.1.3</b> Compare how empires, groups, and nations have used economic decisions and</p>	<p><b>WH.H.2.5</b> Analyze the development and growth of major Eastern and Western religions</p>

		policies to gain or maintain power, now and in the past	<p><b>WH.H.2.7</b> Analyze the relationship between trade routes and the development and decline of major empires</p> <p><b>WH.H.7.4</b> Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements</p>
		<p><b>WH.E.1.4</b> Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world</p>	<p><b>WH.H.4.4</b> Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa</p> <p><b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment</p> <p><b>WH.H.7.5</b> Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups</p>

**CROSSWALK: WORLD HISTORY GEOGRAPHY STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>WH.G.1</b> Understand how movement has influenced societies now, and in the past	<p><b>The intended focus of this objective is:</b> How immigration, migration, and other types of movement influence societies</p>	<p><b>WH.G.1.1</b> 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</p>	<p><b>WH.H.2.1</b> Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations</p> <p><b>WH.H.3.4</b> Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas</p> <p><b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment</p>

		<b>WH.G.1.2</b> Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past	<b>WH.H.5.2</b> Explain the causes and effects of exploration and expansion <b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment
<b>WH.G.2</b> Analyze the intentional and unintentional consequences of human-environment interaction	<b>The intended focus of this objective is:</b> The consequences of human interaction on the environment  The consequences of the environmental and political issues on human decisions	<b>WH.G.2.1</b> Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past	
		<b>WH.G.2.2</b> Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past	<b>WH.H.4.3</b> Explain how agricultural and technological improvements transformed daily life socially and economically <b>WH.H.6.3</b> Explain how physical geography and natural resources influenced industrialism and changes in the environment <b>WH.H.8.5</b> Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment

**CROSSWALK: WORLD HISTORY STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>WH.H.1.1</b> Analyze historical events and issues in world history	<b>The intended focus of this objective is:</b>	<b>WH.H.1.1</b> Distinguish key turning points in world history in terms of multiple causes and outcomes	<b>WH.H.7.1</b> Evaluate key turning points of the modern era in terms of their lasting impact

from a variety of perspectives	To study events and issues throughout history from various perspectives and viewpoints	<b>WH.H.1.2</b> 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 current global issues	
		<b>WH.H.1.3</b> 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	
		<b>WH.H.1.4</b> 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	<b>WH.H.5.3</b> Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment

**Eliminated/Moved Objectives:**

**WH.H.2.3** Explain how codifying laws met the needs of ancient societies.

**WH.H.5.4** Analyze the role of investment in global exploration in terms of its implications for international trade.

**WH.H.6.4** Analyze the effects of industrialism and urbanization on social and economic reform.

**WH.H.7.6** Explain how economic crisis contributed to the growth of various political and economic movements.

**WH.H.8.3** Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century.

## Founding Principles of the United States and North Carolina: Civics Literacy Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

In the previous Social Studies SCOS (2010), the standards for the K-8 courses were organized around the five disciplinary strands of history, geography, economics, civics & government, and culture. In the previous Social Studies SCOS (2010), the standards for the American History Founding Principles, Civics and Economics course were written to focus on the strands (lenses) of Civics and Government, Personal Financial Literacy, and Economics. These standards were written in a manner that asked students to study the connections government, politics, personal finance, and economics have had on the development, application, and evolution of the founding principles, citizenship, governance, and civic participation in the American system of government. A key shift in the high school standards is that the courses, like K-8, have now been organized around the five disciplinary strands of history, civics and government, economics, geography, and behavioral sciences. The intention of organizing the standards of ALL grades and courses in the K-12 scope and sequence around these five disciplinary strands is to provide for K-12 vertical articulation, progression, and continuity within the entire K-12 continuum.

While the new Social Studies SCOS (2021) for the Founding Principles of the United States and North Carolina: Civic Literacy course have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically or thematically based on the content. In the Founding Principles of the United States and North Carolina: Civic Literacy course, the five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of how American democracy came to be; how shared political institutions emerged, have transformed, and currently operate; the place of the U.S. and N.C. in the world; and the ongoing debates and deliberative dialogue that characterize contemporary American civic life.

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY INQUIRY INDICATORS**

**\*\*Important to Note:** The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.

NEW SCOS (2021)		NEW SCOS (2021)	
New 2021 Standard	Focus of New 2021 INQUIRY INDICATORS	New 2021 INQUIRY INDICATORS	Historical Thinking Skills from the 2010 Standards <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions	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.	<b>I.1.1 Compelling Questions</b> <ul style="list-style-type: none"> <li>Identify issues and problems in social studies</li> <li>Formulate questions based upon disciplinary concepts</li> </ul>	
		<b>I.1.2 Supporting Questions</b> <ul style="list-style-type: none"> <li>Identify related issues and problems related to the compelling question</li> <li>Formulate supporting questions</li> </ul>	<b>CE.C&amp;G.2.7</b> Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare
		<b>I.1.3 Gathering and Evaluating Sources</b> <ul style="list-style-type: none"> <li>Locate credible primary and secondary sources</li> <li>Identify a variety of primary and secondary sources in support of compelling and supporting questions</li> <li>Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies</li> <li>Determine the origin, context, and bias of primary and secondary sources</li> <li>Differentiate between facts and interpretation of sources</li> <li>Evaluate competing historical narratives and debates among historians</li> </ul>	



		<p><b>I.1.4 Developing Claims and Using Evidence</b></p> <ul style="list-style-type: none"> <li>Analyze data from charts, graphs, timelines, and maps</li> <li>Analyze visual, literary, and musical sources</li> <li>Examine change and continuity over time</li> <li>Analyze causes, effects, and correlations</li> <li>Determine the relevance of a source in relation to the compelling and supporting questions</li> </ul>	
		<p><b>I.1.5 Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Construct written, oral, and multimedia arguments</li> <li>Support arguments with evidence and reasoning while considering counterclaims</li> <li>Use proper formatting in citing sources for arguments</li> <li>Develop new understandings of complex historical and current issues through rigorous academic discussions</li> <li>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</li> </ul>	
		<p><b>I.1.6 Taking Informed Action</b></p> <ul style="list-style-type: none"> <li>Generate ideas through which the inquiry facilitates change</li> <li>Devise a plan to enact change</li> </ul>	

		based on the results of the inquiry <ul style="list-style-type: none"> <li>Organize and take individual or collaborative action in order to effect change and inform others</li> </ul>	
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**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY  
BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>CL.B.1</b> Understand how values, beliefs, and norms influence the American system of government	<b>The intended focus of this objective is:</b> Values, beliefs, and norms influence the development and practices of government	<b>CL.B.1.1</b> Explain how values and beliefs influence the creation and implementation of public policy and laws	<b>CE.C&amp;G.3.6</b> Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion
		<b>CL.B.1.2</b> Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States	
		<b>CL.B.1.3</b> Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government	<b>CE.C&amp;G.1.2</b> Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality <b>CE.C&amp;G.4.2</b> Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights
		<b>CL.B.1.4</b> Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government	



			government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law
		<b>CL.C&amp;G.2.2</b> Explain how the principle of federalism impacts the actions of state and local government	<b>CE.C&amp;G.2.2</b> Summarize the functions of North Carolina state and local governments within the federal system of government <b>CE.C&amp;G.2.5</b> Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations
		<b>CL.C&amp;G.2.3</b> Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system	<b>CE.C&amp;G.2.2</b> Summarize the functions of North Carolina state and local governments within the federal system of government
		<b>CL.C&amp;G.2.4</b> Compare the federal government of the United States to various types of government around the world in terms of balancing security and the protection of rights	<b>CE.C&amp;G.2.5</b> Compare the United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations
<b>CL.C&amp;G.3</b> Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process	<b>The intended focus of this objective is:</b> Examining civic responsibilities people have as individuals living in the United States	<b>CL.C&amp;G.3.1</b> Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens	<b>CE.C&amp;G.4.3</b> Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission
		<b>CL.C&amp;G.3.2</b> Compare strategies used by individuals to address discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States	
		<b>CL.C&amp;G.3.3</b> Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization	<b>CE.C&amp;G.4.5</b> Explain the changing perception and interpretation of citizenship and naturalization

		<b>CL.C&amp;G.3.4</b> Compare citizenship in the American constitutional democracy to membership in other types of governments	<b>CE.C&amp;G.4.1</b> Compare citizenship in the American constitutional democracy to membership in other types of governments
		<b>CL.C&amp;G.3.5</b> Explain how the two-party system has shaped the political landscape of the United States	<b>CE.C&amp;G.2.8</b> Analyze America’s two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics
		<b>CL.C&amp;G.3.6</b> Distinguish the relationship between the media and government in terms of the responsibility to inform the American public	
		<b>CL.C&amp;G.3.7</b> Assess the effectiveness of the election process at the national, state, and local levels	<b>CE.C&amp;G.5.1</b> Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting
<b>CL.C&amp;G.4</b> Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government	<b>The intended focus of this objective is:</b> Examining how the founding principles are embodied in the judicial, legal, and political systems of the United States	<b>CL.C&amp;G.4.1</b> Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection	<b>CE.C&amp;G.5.2</b> Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process  <b>CE.C&amp;G.3.5</b> Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law
		<b>CL.C&amp;G.4.2</b> Differentiate the structure and function of state and federal courts in order to understand the adversarial nature of each	<b>CE.C&amp;G.5.2</b> Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process
		<b>CL.C&amp;G.4.3</b> Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification	<b>CE.C&amp;G.1.3</b> Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time <b>CE.C&amp;G.2.3</b> Evaluate the U.S. Constitution as a

			<p>“living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence</p> <p><b>CE.C&amp;G.2.4</b> Compare the Constitutions and the structures of the United States and North Carolina governments</p>
		<p><b>CL.C&amp;G.4.4</b> Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all</p>	<p><b>CE.C&amp;G.3.4</b> Explain how individual rights are protected by varieties of law</p> <p><b>CE.C&amp;G.3.8</b> Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States</p>
		<p><b>CL.C&amp;G.4.5</b> 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</p>	<p><b>CE.C&amp;G.1.4</b> Analyze the principles and ideals underlying American democracy in terms of how they promote freedom</p> <p><b>CE.C&amp;G.3.7</b> Summarize the importance of the right to due process of law for individuals accused of crimes</p>
		<p><b>CL.C&amp;G.4.6</b> 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</p>	<p><b>CE.C&amp;G.3.8</b> Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States</p>

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY ECONOMICS STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
CL.E.1 Understand the role of government in	<b>The intended focus of this</b>	CL.E.1.1 Explain how the role federal and state governments play in	

both federal and state economies	<b>objective is:</b> How government actions and decisions impact federal, state, and global economies	economic decision-making impacts economic mobility, status, and quality of life of individuals living in America	
		<b>CL.E.1.2</b> Summarize the role of the United States and North Carolina in the world economy	

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY GEOGRAPHY STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>CL.G.1</b> Understand the role geography plays in civic participation, legislation, and public policy	<b>The intended focus of this objective is:</b> Ways in which policies, laws, and civic behavior are influenced by geopolitical and environmental issues and factors	<b>CL.G.1.1</b> Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment	
		<b>CL.G.1.2</b> Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States	
		<b>CL.G.1.3</b> Exemplify how the United States interacts with international governments to navigate global environmental issues	<b>CE.C&amp;G.5.4</b> Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved <b>CE.C&amp;G.5.5</b> Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA:  
CIVICS LITERACY HISTORY STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>CL.H.1</b> Understand how individual rights and the American system of government have evolved over time	<b>The intended focus of this objective is:</b> How individual rights in America have developed over time  How the American system of government has developed over time	<b>CL.H.1.1</b> Explain how the tensions over power and authority led the founding fathers to develop a democratic republic	<b>CE.C&amp;G.1.1</b> Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy
		<b>CL.H.1.2</b> 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	
		<b>CL.H.1.3</b> Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability	
		<b>CL.H.1.4</b> Explain the impact of social movements and reform efforts on governmental change, both current and in the past	
		<b>CL.H.1.5</b> 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><b>CL.H.1.6</b> Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time</p>	
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**Eliminated/Moved Objectives:**

**CE.C&G.3.1** Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law.

**CE.C&G.3.2** Compare lawmaking processes of federal, state and local governments.

**CE.C&G.3.3** Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced.

**CE.C&G.4.4** Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state.

**CE.C&G.5.3** Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts.

## American History Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

In the previous Social Studies SCOS (2010), the standards for the K-8 courses were organized around the five disciplinary strands of history, geography, economics, civics & government, and culture. In the previous Social Studies SCOS (2010), the standards for the American History I and II and World History courses were written only to the disciplinary strand (lens) of History. These standards were written in a manner that asked students to study the connections government and politics, geography, economics, and culture had to the events of history. A key shift in the high school standards is that the courses, like K-8, have now been organized around the five major disciplinary strands of social studies. The intention of organizing the standards of ALL grades and courses in the K-12 scope and sequence around these five disciplinary strands is to provide for vertical articulation K-12, a comprehensive vertical progression K-12, and continuity within the entire K-12 continuum.

While the new Social Studies Standards (2021) for American History and World History have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may still be arranged chronologically, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of history. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when history is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

### CROSSWALK: AMERICAN HISTORY INQUIRY INDICATORS

<b>**Important to Note:</b> The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.			
<b>NEW SCOS (2021)</b>		<b>NEW SCOS (2021)</b>	
<b>New 2021 Standard</b>	<b>Focus of New 2021 INQUIRY INDICATORS</b>	<b>New 2021 INQUIRY INDICATORS</b>	<b>Historical Thinking Skills from the Old 2010</b> <i>(Objectives may cross to one or more of the Inquiry Indicators in the category)</i>
Apply the inquiry models to analyze and evaluate social	The Inquiry Indicators are meant to be used in concert	<b>I.1.1 Compelling Questions</b> <ul style="list-style-type: none"> <li>• Identify issues and problems in social</li> </ul>	<b>AH1&amp;2.H.1.3 Use Historical Analysis and Interpretation to:</b> 1. Identify issues and problems in the past <b>AH1&amp;2.H.1.4 Use Historical Research to:</b>

studies topics and issues in order to communicate conclusions and take informed actions	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.	<p>studies</p> <ul style="list-style-type: none"> <li>Formulate questions based upon disciplinary concepts</li> </ul>	1. Formulate historical questions
		<p><b>I.1.2 Supporting Questions</b></p> <ul style="list-style-type: none"> <li>Identify related issues and problems related to the compelling question</li> <li>Formulate supporting questions</li> </ul>	<p><b>AH1&amp;2.H.1.3 Use Historical Analysis and Interpretation to:</b></p> <ol style="list-style-type: none"> <li>Identify issues and problems in the past</li> <li>Evaluate the influence of the past on contemporary issues</li> </ol> <p><b>AH1&amp;2.H.1.4 Use Historical Research to:</b></p> <ol style="list-style-type: none"> <li>Formulate historical questions</li> </ol>
		<p><b>I.1.3 Gathering and Evaluating Sources</b></p> <ul style="list-style-type: none"> <li>Locate credible primary and secondary sources</li> <li>Identify a variety of primary and secondary sources in support of compelling and supporting questions</li> <li>Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies</li> <li>Determine the origin, context, and bias of primary and secondary sources</li> <li>Differentiate between facts and interpretation of sources</li> <li>Evaluate competing historical narratives and debates among historians</li> </ul>	<p><b>AH1&amp;2.H.1.2 Use Historical Comprehension to:</b></p> <ol style="list-style-type: none"> <li>Reconstruct the literal meaning of a historical passage</li> <li>Differentiate between historical facts and historical interpretations</li> </ol> <p><b>AH1&amp;2.H.1.3 Use Historical Analysis and Interpretation to:</b></p> <ol style="list-style-type: none"> <li>Evaluate competing historical narratives and debates among historians</li> </ol>

		<p><b>I.1.4 Developing Claims and Using Evidence</b></p> <ul style="list-style-type: none"> <li>Analyze data from charts, graphs, timelines, and maps</li> <li>Analyze visual, literary, and musical sources</li> <li>Examine change and continuity over time</li> <li>Analyze causes, effects, and correlations</li> <li>Determine the relevance of a source in relation to the compelling and supporting questions</li> </ul>	<p><b>AH1&amp;2.H.1.1 Use Chronological thinking to:</b> 2. Interpret data presented in timelines and create timelines</p> <p><b>AH1&amp;2.H.1.2 Use Historical Comprehension to:</b> 3. Analyze data in historical maps 4. Analyze visual, literary and musical sources</p> <p><b>AH1&amp;2.H.1.4 Use Historical Research to:</b> 2. Obtain historical data from a variety of sources</p>
		<p><b>I.1.5 Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Construct written, oral, and multimedia arguments</li> <li>Support arguments with evidence and reasoning while considering counterclaims</li> <li>Use proper formatting in citing sources for arguments</li> <li>Develop new understandings of complex historical and current issues through rigorous academic discussions</li> <li>Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are</li> </ul>	<p><b>AH1&amp;2.H.1.4 Use Historical Research to:</b> 4. Construct analytical essays using historical evidence to support arguments</p>

		acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues	
		<b>I.1.6 Taking Informed Action</b> <ul style="list-style-type: none"> <li>• Generate ideas through which the inquiry facilitates change</li> <li>• Devise a plan to enact change based on the results of the inquiry</li> <li>• Organize and take individual or collaborative action in order to effect change and inform others</li> </ul>	

**CROSSWALK: AMERICAN HISTORY BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>AH.B.1</b> Evaluate American identity in terms of perspective, change, and continuity	<b>The intended focus of this objective is:</b> Critiquing various perspectives on how change and continuity have impacted American identity	<b>AH.B.1.1</b> Critique multiple perspectives of American identity in terms of American exceptionalism	<b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction <b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction <b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain

			<p>their perception of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p> <p><b>AH1.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction</p> <p><b>AH2.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</p>
		<p><b>AH.B.1.2</b> Critique multiple perspectives of American identity in terms of opportunity, prosperity, and crisis</p>	<p><b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction</p> <p><b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p> <p><b>AH1.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction</p> <p><b>AH2.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</p>
		<p><b>AH.B.1.3</b> Critique multiple perspectives of American identity in</p>	<p><b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various</p>

		<p>terms of oppression, stereotypes, diversity, inclusion, and exclusion</p>	<p>perceptions of the “American Dream” through Reconstruction  <b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction  <b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction  <b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction  <b>AH1.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction  <b>AH2.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</p>
		<p><b>AH.B.1.4</b> Critique multiple perspectives of American identity in terms of individualism and conformity</p>	<p><b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction  <b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction  <b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction  <b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction  <b>AH1.H.8.4</b> Analyze multiple perceptions of the</p>

			<p>“American Dream” in times of prosperity and crisis through Reconstruction  <b>AH2.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</p>
		<p><b>AH.B.1.5</b> Explain how various immigrant experiences have influenced American identity</p>	<p><b>AH1.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement  <b>AH2.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced United States imperialism  <b>AH1.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War  <b>AH2.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction  <b>AH1.H.3.3</b> Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups  <b>AH2.H.3.3</b> Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups</p>
		<p><b>AH.B.1.6</b> 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>	<p><b>AH1.H.3.3</b> Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups  <b>AH2.H.3.3</b> Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups  <b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction  <b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain</p>



			their perception of the “American Dream” since Reconstruction
		<b>AH.B.1.7</b> Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans	
<b>AH.B.2</b> Analyze the relationship of tradition and progress in terms of scientific, technological, intellectual and cultural development	<b>The intended focus of this objective is:</b> Examining the ways that tradition and progress have influenced the development of American culture	<b>AH.B.2.1</b> Differentiate among scientific and technological innovations in terms of how they have reinforced and redefined American values and beliefs	<b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction <b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction
		<b>AH.B.2.2</b> Distinguish religious beliefs and human reasoning in terms of their influence on American society and culture	<b>AH1.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results. <b>AH2.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results <b>AH1.H.5.1</b> Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction <b>AH2.H.5.1</b> Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction

**CROSSWALK: AMERICAN HISTORY CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>AH.C&amp;G.1</b> Evaluate the relationship between the American people and the government in terms of freedom, equality, and power	<p><b>The intended focus of this objective is:</b> The relationships between the American people and their government</p> <p>The ways in which power has been acquired, maintained, and used in relationship to the people of American society</p>	<p><b>AH.C&amp;G.1.1</b> Explain how various views on freedom and equality contributed to the development of American political thought and system of government</p>	<p><b>AH1.H.5.1</b> Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction</p> <p><b>AH2.H.5.1</b> Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction</p> <p><b>AH1.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction</p> <p><b>AH2.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction</p>
		<p><b>AH.C&amp;G.1.2</b> Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people</p>	<p><b>AH1.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction</p> <p><b>AH2.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction</p>
		<p><b>AH.C&amp;G.1.3</b> Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality</p>	<p><b>AH1.H.4.1</b> Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.1</b> Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction</p>

			<p>and the compromises that resulted</p> <p><b>AH2.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results</p> <p><b>AH2.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results</p> <p><b>AH1.H.4.4</b> Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.4</b> Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted</p>
		<p><b>AH.C&amp;G.1.4</b> Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America</p>	<p><b>AH1.H.4.1</b> Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.1</b> Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society through Reconstruction</p> <p><b>AH2.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society since Reconstruction</p> <p><b>AH1.H.8.3</b> Evaluate the extent to which a variety of</p>

			<p>groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p>
<p><b>AH.C&amp;G.2</b> Analyze the American political system in terms of conflict, compromise, and consequence</p>	<p><b>The intended focus of this objective is:</b> Examining conflicts and the ways in which compromise has been used to address them</p> <p>Examining the consequences of conflict and compromise in the American political system</p>	<p><b>AH.C&amp;G.2.1</b> Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing compromise</p>	<p><b>AH1.H.4.1</b> Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.1</b> Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.4</b> Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.4</b> Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction</p> <p><b>AH2.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction</p>
		<p><b>AH.C&amp;G. 2.2</b> Explain the development and realignment of political parties as reflected in key elections</p>	<p><b>AH1.H.2.1</b> Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects</p> <p><b>AH2.H.2.1</b> Analyze key political, economic, and social</p>

			<p>turning points since the end of Reconstruction in terms of causes and effects</p> <p><b>AH1.H.2.2</b> Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact</p> <p><b>AH2.H.2.2</b> Evaluate key turning points since the end of Reconstruction in terms of their lasting impact</p>
		<p><b>AH.C&amp;G.2.3</b> Deconstruct changes in balance of power between local, state, and federal government in terms of conflict and compromise</p>	<p><b>AH1.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction</p> <p><b>AH2.H.5.2</b> Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction</p>

**CROSSWALK: AMERICAN HISTORY ECONOMICS STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<p><b>AH.E.1</b> Analyze the American economic system in terms of affluence, poverty, and mobility</p>	<p><b>The intended focus of this objective is:</b> Examining how the economic system of the United States promotes or inhibits movement from poverty to affluence or vice versa.</p>	<p><b>AH.E.1.1</b> Deconstruct multiple perspectives of American capitalism in terms of affluence, poverty, and mobility</p>	<p><b>AH1.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction</p> <p><b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p>

			<p><b>AH1.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction</p> <p><b>AH2.H.8.4</b> Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</p>
		<p><b>AH.E.1.2</b> Explain how the relationships between entrepreneurship, management, labor, and consumers have impacted the quality of life in American society</p>	<p><b>AH1.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society through Reconstruction</p> <p><b>AH2.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society since Reconstruction</p> <p><b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction</p> <p><b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p>
		<p><b>AH.E.1.3</b> Explain the causes of economic expansion and retraction and the impacts on the American people</p>	<p><b>AH1.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.7.2</b> Explain the impact of wars on the American economy through Reconstruction</p> <p><b>AH2.H.7.2</b> Explain the impact of wars on the American economy since Reconstruction.</p>
		<p><b>AH.E.1.4</b> Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same</p>	<p><b>AH1.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society through Reconstruction</p> <p><b>AH2.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society since</p>

		benefits	<p>Reconstruction  <b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction  <b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p>
		<b>AH.E.1.5</b> 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	<p><b>AH1.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction  <b>AH2.H.8.3</b> Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</p>

**CROSSWALK: AMERICAN HISTORY GEOGRAPHY STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<b>AH.G.1</b> Understand how movement, settlement, and expansion influenced American development	<b>The intended focus of this objective is:</b> How movement, settlement, and expansion impact American development	<b>AH.G.1.1</b> Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration	<p><b>AH1.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement  <b>AH1.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War  <b>AH2.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction.</p>

		<p><b>AH.G.1.2</b> Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America</p>	<p><b>AH1.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement</p>
		<p><b>AH.G.1.3</b> Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time</p>	<p><b>AH1.H.3.4</b> Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response  <b>AH2.H.3.4</b> Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response</p>
		<p><b>AH.G.1.4</b> Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture</p>	<p><b>AH1.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War  <b>AH2.H.3.2</b> Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction  <b>AH1.H.3.4</b> Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response  <b>AH2.H.3.4</b> Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response</p>



**CROSSWALK: AMERICAN HISTORY STRAND**

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<p><b>AH.H.1</b> Understand the reasons for American involvement in conflicts and the domestic and foreign impacts</p>	<p><b>The intended focus of this objective is:</b> Examining motives for American involvement in conflicts</p> <p>Examining the consequences of both foreign and domestic conflicts</p>	<p><b>AH.H.1.1</b> Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic, and social factors</p>	<p><b>AH1.H.4.1</b> Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.1</b> Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted</p> <p><b>AH1.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results</p> <p><b>AH2.H.4.3</b> Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results</p> <p><b>AH1.H.4.4</b> Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted</p> <p><b>AH2.H.4.4</b> Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted</p>
		<p><b>AH.H.1.2</b> Explain the causes and effects of various international conflicts/wars in terms of political, economic, and social factors</p>	<p><b>AH1.H.6.2</b> Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs</p> <p><b>AH2.H.6.2</b> Explain the reasons for United States</p>

			<p>involvement in global wars and the influence each involvement had on international affairs</p> <p><b>AH1.H.7.1</b> Explain the impact of wars on American politics through Reconstruction</p> <p><b>AH2.H.7.1</b> Explain the impact of wars on American politics since Reconstruction</p> <p><b>AH1.H.7.2</b> Explain the impact of wars on the American economy through Reconstruction</p> <p><b>AH2.H.7.2</b> Explain the impact of wars on the American economy since Reconstruction</p> <p><b>AH1.H.7.3</b> Explain the impact of wars on American society and culture through Reconstruction</p> <p><b>AH2.H.7.3</b> Explain the impact of wars on American society and culture since Reconstruction</p>
		<p><b>AH.H.1.3</b> Differentiate the experience of war on groups and individuals in terms of contribution, sacrifice, and opposition</p>	<p><b>AH1.H.7.1</b> Explain the impact of wars on American politics through Reconstruction</p> <p><b>AH2.H.7.1</b> Explain the impact of wars on American politics since Reconstruction</p> <p><b>AH1.H.7.2</b> Explain the impact of wars on the American economy through Reconstruction.</p> <p><b>AH2.H.7.2</b> Explain the impact of wars on the American economy since Reconstruction</p> <p><b>AH1.H.7.3</b> Explain the impact of wars on American society and culture through Reconstruction</p> <p><b>AH2.H.7.3</b> Explain the impact of wars on American society and culture since Reconstruction</p>
<p><b>AH.H.2</b> Evaluate the relationship between America and other nations in terms of national interests and global interdependence</p>	<p><b>The intended focus of this objective is:</b> How America balances relationships with other nations with its own national interests</p>	<p><b>AH.H.2.1</b> Explain how economic, social, and political interests have influenced the direction of American foreign policy</p>	<p><b>AH2.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced United States imperialism</p> <p><b>AH1.H.6.1</b> Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction</p> <p><b>AH2.H.6.1</b> Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction</p>

			<p><b>AH1.H.6.2</b> Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs</p> <p><b>AH2.H.6.2</b> Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs</p>
		<p><b>AH.H.2.2</b> Critique the extent to which American interaction with other nations has achieved national and global economic, social, and political goals</p>	<p><b>AH2.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced United States imperialism</p> <p><b>AH1.H.6.1</b> Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction</p> <p><b>AH2.H.6.1</b> Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction</p>
		<p><b>AH.H.2.3</b> Distinguish the extent to which American foreign policy has advanced the interests of historically privileged groups over the interests of historically marginalized groups</p>	
<p><b>AH.H.3</b> Analyze various turning points in American history in terms of perspective, causation, and change</p>	<p><b>The intended focus of this objective is:</b> To study turning points throughout American History from various perspectives and viewpoints</p>	<p><b>AH.H.3.1</b> Deconstruct various turning points in terms of multiple causation</p>	<p><b>AH1.H.2.1</b> Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects</p> <p><b>AH2.H.2.1</b> Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects</p>
		<p><b>AH.H.3.2</b> Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points</p>	

		<p><b>AH.H.3.3</b> Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative</p>	
		<p><b>AH.H.3.4</b> Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people</p>	

**Eliminated/Moved Objectives:**

**None**