



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Eighth Grade Social Studies Crosswalk

North Carolina and the United States: Creation and Development of the State and Nation

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

Eighth grade social studies is an integrated study of North Carolina and United States History, while the previous SCOS focused mainly on North Carolina History.



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Important Note: The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History	8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.		
	8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.	The following objectives were taken from the K-12 Skills Competency Goals 1.06 Recognize and use social studies terms in written and oral reports. 2.05 Transfer information from one medium to another such as written to visual and statistical to written. 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.	
	8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	The following objectives were taken from the K-12 Skills Competency Goals 1.01 Read for literal meaning. 1.02 Summarize to select main ideas.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
		1.06 Recognize and use social studies terms in written and oral reports. 1.08 Use context clues and appropriate sources as glossaries, texts, and dictionaries to gain meaning.	
History	8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	The following objectives were taken from the K-12 Skills Competency Goals 1.02 Summarize to select main ideas. 1.03 Draw inferences. 1.04 Detect cause and effect. 1.05 Recognize bias and propaganda. 1.06 Recognize and use social studies terms in written and oral reports. 1.07 Distinguish fact and fiction.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
		1.08 Use context clues and appropriate sources as glossaries, texts, and dictionaries to gain meaning. 2.01 Use appropriate sources of information. 2.02 Explore print and non-print materials. 3.01 Use map and globe reading skills. 3.02 Interpret graphs and charts. 3.03 Detect bias. 3.04 Interpret social and political messages of cartoons. 3.05 Interpret history through artifacts, arts, and media.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History	8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulates historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).	<p>The following objectives were taken from the K-12 Skills Competency Goals</p> <p>1.05 Recognize bias and propaganda.</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>3.01 Use map and globe reading skills.</p> <p>3.02 Interpret graphs and charts.</p> <p>3.03 Detect bias.</p> <p>3.04 Interpret social and political messages of cartoons.</p> <p>3.05 Interpret history through artifacts, arts, and media.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p>	<p>The following objectives were taken from the K-12 Skills Competency Goals</p> <p>4.01 Use hypothetical reasoning processes.</p> <p>4.02 Examine, understand, and evaluate conflicting viewpoints.</p> <p>4.03 Recognize and analyze values upon which judgments are made.</p> <p>4.04 Apply conflict resolutions.</p> <p>4.05 Predict possible outcomes</p> <p>4.06 Draw conclusions.</p> <p>4.07 Offer solutions.</p> <p>4.08 Develop hypotheses.</p>	
	<p>8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.</p>		



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p>	<p>2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.</p> <p>2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures.</p> <p>3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.</p> <p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.</p> <p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p> <p>4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		4.03 Assess North Carolina’s role in the Civil War and analyze the social and economic impact of the war on the state.	
		4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.	
		5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.	
		5.06 Describe North Carolina’s reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state’s economy.	
		6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.	
		7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.	
		9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.</p>	<p>2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.</p> <p>2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.	
		4.03 Assess North Carolina’s role in the Civil War and analyze the social and economic impact of the war on the state.	
		4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.	
		6.03 Examine the significance of key ideas and individuals associated with World War II.	
		7.02 Evaluate the importance of social changes to different groups in North Carolina.	
		9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.	
		9.03 Describe opportunities for and benefits of civic participation.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.</p>	<p>2.03 Examine the role of North Carolina in the Revolutionary War.</p> <p>3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.</p>	
History		<p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.</p> <p>4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p> <p>4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.</p> <p>7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.</p>	
	<p>8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.</p>		



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).</p>	<p>1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.</p> <p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.</p> <p>3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.	
		3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.	
		5.03 Describe the social, economic, and political impact of migration on North Carolina.	
		8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina’s society and economy.	
		8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.	
		9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).</p>	<p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p> <p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.	
		6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.	
		7.03 Assess the influence of technological advances on economic development and daily life.	
		7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.	
		8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.	
		9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>	<p>2.03 Examine the role of North Carolina in the Revolutionary War.</p> <p>3.02 Investigate the conditions that led to North Carolina’s economic, political, and social decline during this period and assess the implications for the future development of the state.</p> <p>3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.	
		3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.	
		4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.	
		5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.	
		5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.	
		5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
History		<p>6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.</p> <p>8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina’s society and economy.</p> <p>9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.</p> <p>9.03 Describe opportunities for and benefits of civic participation.</p>	
History	<p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p>	<p>5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.</p> <p>5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.</p> <p>5.03 Describe the social, economic, and political impact of migration on North Carolina.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard		
	Text of Clarifying Objective	Text of Objective	Comments
Geography and Environmental Literacy	8.G.1 Understand the geographic factors that influenced North Carolina and the United States.		



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.</p>	<p>1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.</p> <p>1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.</p> <p>2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p>	
Geography and Environmental Literacy		<p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.</p> <p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).</p>	<p>4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p> <p>5.03 Describe the social, economic, and political impact of migration on North Carolina.</p> <p>8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina’s society and economy.</p> <p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p>	
	<p>8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).</p>	<p>1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
Economics & Financial Literacy	8.E.1 Understand the economic activities of North Carolina and the United States.		



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).</p>	<p>1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.</p> <p>3.02 Investigate the conditions that led to North Carolina’s economic, political, and social decline during this period and assess the implications for the future development of the state.</p> <p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>4.03 Assess North Carolina’s role in the Civil War and analyze the social and economic impact of the war on the state.</p> <p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p> <p>5.06 Describe North Carolina’s reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state’s economy.</p>	<p>9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.</p>



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
Economics & Financial Literacy		6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina. 8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.	
	8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.	7.01 Analyze the extent and significance of economic changes in North Carolina. 9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	
	8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).	6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina. 9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	
Civics and Government	8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.		
	8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular	3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	sovereignty, separation of powers, republicanism, federalism and individual rights).		
	<p>8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).</p>	<p>2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.</p> <p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.</p> <p>4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.</p>	
Civics and Government	<p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p>	<p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p> <p>4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
		<p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.</p> <p>6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.</p> <p>7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.</p> <p>7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.</p> <p>8.03 Describe the impact of state and national issues on the political climate of North Carolina.</p>	
		9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
	<p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p>	<p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.</p> <p>3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.</p> <p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.</p> <p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p> <p>5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.</p> <p>7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.</p> <p>7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
		9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	
Civics and Government	8.C&G.2 Understand the role that citizen participation plays in societal change.		
Civics and Government	8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).	3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs. 4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
		<p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p> <p>5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.</p> <p>5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.</p> <p>6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.</p> <p>9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.</p> <p>9.03 Describe opportunities for and benefits of civic participation.</p>	



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
Civics and Government	8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.	4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war. 4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end. 5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina. 7.02 Evaluate the importance of social changes to different groups in North Carolina. 7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments. 8.03 Describe the impact of state and national issues on the political climate of North Carolina. 9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	
	8.C.1 Understand how different cultures influenced North Carolina and the United States.		



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Text of Objective	Comments
	Text of Clarifying Objective		
Culture	8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States. (e.g. Columbian exchange, slavery and the decline of the American Indian populations).	1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony. 1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans. 1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.	
	8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian).	1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony. 1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans. 8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.	
	8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).	1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony. 1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.	9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard		
	Text of Clarifying Objective	Text of Objective	Comments
		<p>3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p> <p>5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.</p> <p>5.03 Describe the social, economic, and political impact of migration on North Carolina.</p> <p>6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.</p> <p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p>	