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## United States History I Crosswalk

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*.

There will be two required U.S. History courses at the high school level. **United States History Course I** will begin with the European exploration of the new world through Reconstruction. Much of the content, concepts, and skills associated with the historical goals and objectives in Civics and Economics of the 2006 *North Carolina Social Studies Standard Course of Study* will now be housed in the 2010 Essential Standards of **United States History Course I**. In addition, the K-12 Skills Competencies of the 2006 *North Carolina Social Studies Standard Course of Study* have been merged with the Standards of Historical Thinking of the National Standards for History and integrated into the 2010 Essential Standards of **United States History Course I**.



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**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	Objective	Comments
	Clarifying Objective		
History	<b>USH.H.1</b> <b>Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.</b>		
	<b>USH.H.1.1</b> <u>Use Chronological thinking to:</u> 1. Identify the structure of a historical narrative or story: (its beginning, middle and end) 2. Interpret data presented in time lines and create time lines	<b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b>  1. N/A 2. 1.03 Draw inferences. 3.02 Interpret graphs and charts.	This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Component Goals of the 2006 NCSCOS.



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2010 Essential Standard		2006 NC Standard Course of Study	
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	<p><b>USH.H.1.2</b> <u>Use Historical Comprehension to:</u></p> <ol style="list-style-type: none"> <li>1. Reconstruct the literal meaning of a historical passage</li> <li>2. Differentiate between historical facts and historical interpretations</li> <li>3. Analyze data in historical maps</li> <li>4. Analyze visual, literary and musical sources</li> </ol>	<p><b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b></p> <ol style="list-style-type: none"> <li>1. 1.01 Read for literal meaning. 1.02 Draw inferences.</li> <li>2. 1.07 Distinguish fact and fiction. 3.04 Interpret social and political messages of cartoons.</li> <li>3. 3.01 Use map and globe reading skills.</li> <li>4. 3.04 Interpret social and political messages of cartoons. 3.05 Interpret history through artifacts, arts, and media.</li> </ol>	<p>This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Component Goals of the 2006 <i>NCSCOS</i>.</p>
History	<p><b>USH.H.1.3</b> <u>Use Historical Analysis and Interpretation to:</u></p> <ol style="list-style-type: none"> <li>1. Identify issues and problems in the past</li> <li>2. Consider multiple perspectives of various peoples in the past</li> <li>3. Analyze cause-and-effect relationships and multiple causation.</li> <li>4. Evaluate competing historical narratives and debates among historians.</li> <li>5. Evaluate the influence of the past on contemporary issues</li> </ol>	<p><b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. 1.05 Recognize bias and propaganda. 4.02 Examine, understand, and evaluate conflicting viewpoints.</li> <li>3. 1.04 Detect cause and effect.</li> <li>4. 1.05 Recognize bias and propaganda. 4.02 Examine, understand, and evaluate conflicting viewpoints.</li> <li>5. 4.05 Predict possible outcomes. 4.06 Draw conclusions. 4.07 Offer solutions.</li> </ol>	<p>This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Component Goals of the 2006 <i>NCSCOS</i>.</p>



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	<p><b>USH.H.1.4</b></p> <p><u>Use Historical Research to:</u></p> <ol style="list-style-type: none"> <li>1. Formulate historical questions</li> <li>2. Obtain historical data from a variety of sources</li> <li>3. Support interpretations with historical evidence</li> <li>4. Construct analytical essays using historical evidence to support arguments.</li> </ol>	<p><b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b></p> <ol style="list-style-type: none"> <li>1. 4.01 Use hypothetical reasoning processes.</li> <li>2. 3.05 Interpret history through artifacts, arts, and media.</li> <li>3. 3.04 Interpret social and political messages of cartoons.</li> <li>4. 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</li> </ol>	<p>This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Component Goals of the 2006 <i>NCSCOS</i>.</p>



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	<b>USH.H.2</b> Analyze key political, economic and social turning points in United States History using historical thinking.		
	<b>USH.H.2.1</b> Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.	
	<b>USH.H.2.2</b> Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).		



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	<b>USH.H.3</b> Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.		
	<b>USH.H.3.1</b> Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).		
	<b>USH.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 (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).	C&E 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.  2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.	



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<b>History</b>	<p><b>USH.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 (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).</p>	<p>C&amp;E 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.</p> <p>C&amp;E 1.04 Elaborate on the emergence of an American identity.</p> <p>1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.</p> <p>2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.</p> <p>4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.</p> <p>4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.</p>	
	<p><b>USH.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 (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).</p>	<p>C&amp;E 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.</p> <p>C&amp;E 1.04 Elaborate on the emergence of an American identity.</p>	



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History	<p><b>USH.H.4</b> Analyze how conflict and compromise have shaped politics, economics and culture in the United States.</p>		
	<p><b>USH.H.4.1</b> Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).</p>	<p>C&amp;E 1.02 Trace and analyze the development of ideas about self-government in British North America.</p> <p>C&amp;E 1.03 Examine the causes of the American Revolution.</p> <p>C&amp;E 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.</p> <p>C&amp;E 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.</p> <p>C&amp;E 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.</p> <p>1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.</p>	



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	Clarifying Objective		
		1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.	
		2.01 Analyze the effects of territorial expansion and the admission of new states to the Union. 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War. 3.02 Analyze and assess the causes of the Civil War. 3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end. 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.	
History	<b>USH.H.4.2</b> Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, economic “Panics”, Civil War).	C&E 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.  C&E 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.	



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		<p>1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.</p> <p>2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.</p>	
		<p>2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.</p> <p>3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.</p> <p>3.02 Analyze and assess the causes of the Civil War.</p> <p>3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.</p> <p>4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.</p>	
History	<p><b>USH.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 (e.g., Second</p>	<p>C&amp;E 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.</p>	



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	Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).	2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.	
		2.05 Identify the major reform movements and evaluate their effectiveness.  2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.	
		3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	
History	<b>USH.H.4.4</b> Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).	1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.  1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.  2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.	



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		<p>2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.</p> <p>4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.</p> <p>4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.</p>	
History	<p><b>USH.H.5</b> Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.</p>		
	<p><b>USH.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 (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).</p>	<p>C&amp;E 1.02 Trace and analyze the development of ideas about self-government in British North America.</p> <p>C&amp;E 1.03 Examine the causes of the American Revolution.</p> <p>C&amp;E 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.</p>	



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		<p>C&amp;E 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.</p> <p>C&amp;E 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.</p> <p>1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.</p> <p>1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.</p> <p>2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.</p>	
		<p>2.05 Identify the major reform movements and evaluate their effectiveness.</p> <p>2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.</p> <p>3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.</p>	



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		3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	
History	<b>USH.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 (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).	C&E 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.  C&E 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.  C&E 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.  1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.  2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.	
		3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.02 Analyze and assess the causes of the Civil War.	



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	Clarifying Objective		
		3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.	
	<b>USH.H.6</b> <b>Understand how and why the role of the United States in the world has changed over time.</b>		
<b>History</b>	USH.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).	C&E 1.03 Examine the causes of the American Revolution.  1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.  2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.  3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.02 Analyze and assess the causes of the Civil War.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	



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		3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.	
History	<p>USH.H.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War)</p>	<p>C&amp;E 1.03 Examine the causes of the American Revolution.</p> <p>1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.</p> <p>2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.</p> <p>3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.</p> <p>3.02 Analyze and assess the causes of the Civil War.</p> <p>3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.</p> <p>3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.</p>	



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		3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.	
History	<b>USH.H.7</b> <b>Understand the impact of war on American politics, economics, society and culture.</b>		
	<b>USH.H.7.1</b> Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).	C&E 1.03 Examine the causes of the American Revolution.  1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.  3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.  3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.	



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	Clarifying Objective		
History	<b>USH.H.7.2</b> Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debt, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, etc.).	C&E 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.	
		1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.  3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	
	<b>USH.H.7.3</b> Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).	C&E 1.03 Examine the causes of the American Revolution.  3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.  3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	



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	Clarifying Objective		
	<b>USH.H.8</b> Analyze the relationship between progress, crisis and the “American Dream” within the United States.		
History	<b>USH.H.8.1</b> Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).	1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.  2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.	
		4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.	
	<b>USH.H.8.2</b> Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).	4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.	
	<b>USH.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 (e.g., plantation society,	C&E 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.	



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	transcendentalism, 49ers, etc.).	<p>1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.</p> <p>2.05 Identify the major reform movements and evaluate their effectiveness.</p> <p>2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.</p> <p>3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.</p>	
		<p>4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.</p> <p>4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.</p>	
History	<p>USH.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.).</p>		



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