

EXECUTIVE SUMMARY**Title:** North Carolina Extended Content Standards for Social Studies K-8**Type of Executive Summary:**

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # GCS-F-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Exceptional Children Division, in collaboration with the K-12 Curriculum and Instruction Division, has developed the Extended Essential Standards for K-8 Social Studies. These Standards are the result of analysis of current research and state standards. The Standards are presented by content area and grade level.

The Standards also comply with the No Child Left Behind Act (NCLB, 2001) and the Individuals with Disabilities Education Improvement Act (IDEA, 2004), which permit states to measure the achievement of students with the most significant cognitive disabilities based on alternate achievement standards. The North Carolina Extended Standards were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant disabilities, is uniform with content standards and clarifying objectives for students without disabilities.

Resources:

NCDPI Exceptional Children Division consultants, curriculum staff, assessment consultants, members of institutions of higher education, national and international content experts, teachers, curriculum staff from local educational units and members of community agencies

Input Process:

Writing and review teams composed of teachers, DPI exceptional children's consultants, DPI curriculum staff, assessment staff, LEA curriculum consultants, members of institutions of higher education, and members of community agencies were involved in a collaborative writing process that involved face-to-face meetings, as well as e-mail correspondence. Multiple feedback cycles were used to obtain input from individuals across the state and collective feedback from LEAs. Analysis of all feedback resulted in revisions to draft 1.0 and the posting of draft 2.0. Continued refinement of draft 2.0 allowed for the final draft, 3.0, which is provided for State Board of Education approval.

Stakeholders:

Students, teachers, principals, parents, central office supervisors

Timeline For Action:

This item was submitted to the State Board of Education for discussion at the November meeting and is returned for action at the December meeting.

Recommendations:

State Board of Education members are requested to approve the new Extended Content Standards for K-8 Social Studies.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Tish Bynum, 919 807-3971

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Globally Competitive Students

Category: Standard Course of Study

Policy ID Number: GCS-F-003

Policy Title: Policy delineating the NC Standard Course of Study for Social Studies, Grades K-12

Current Policy Date: 10/06/2011

Other Historical Information: Previous board dates: 12/05/1991, 03/13/1997, 12/06/2001,06/30/2005,12/02/2010

Statutory Reference: GS 115C-81

Administrative Procedures Act (APA) Reference Number and Category:

Please refer to the insert **NC Standard Course of Study - Social Studies K-12 Curriculum**. This manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Social Studies K-12 Curriculum** should be directed to:

NC Department of Public Instruction
Division of K-12 Curriculum and Instruction
Social Studies Section
6345 Mail Service Center
Raleigh, NC 27699-6345
Grades K-12—(919) 807-3836

The **NC Standard Course of Study - Social Studies K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

**Work Group for Extended Content Standards
Social Studies**

		Gender	Ethnicity	District	Agency/LEA	Parent	Grades
Higher Ed	Sandra Warren	F	W	1	ECU		K-12
Higher Ed	Karen Erickson	F	W	5	UNC		K-12
Higher Ed	Penny Hatch	F	W	5	UNC		K-12
Gen Ed Teacher	Lynn Honeycutt	F	W	7	Catawba		K-12
EC Teacher	Toy Dills	F	W	6	Cleveland		6-12
EC Teacher	Katherine Townson	F	W	5	Alamance		K-12
EC Teacher	Ronda Layman	F	W	5	Rockingham	X	K-12
LEA Curric/Admin	Mary Todd Allen	F	B	5	Forsyth		K-12
DPI Accountability	Sarah Rieves	F	B		DPI		K-12
DPI Content Staff	Fay Gore	F	W		DPI		K-12
DPI Content Staff	Michelle McLaughlin	F	B		DPI		9-12
DPI Content Staff	Jennifer Ricks	F	W		DPI		6-8
DPI EC Staff	Claire Greer	F	W		DPI		K-12
DPI EC Staff	Sherry Abernethy	F	W		DPI		K-12



Public Schools of North Carolina
 State Board of Education | Department of Public Instruction

North Carolina Extended Essential Standards
 Social Studies K-8 Grades

Note on Numbering: G–Geography and Environmental Literacy, E–Economics and Financial Literacy and C&G–Civics and Governance

Kindergarten Social Studies Geography and Environmental Literacy		
Essential Standards	Essence	Extended Essential Standards
K.G.1 Use geographic representations and terms to describe surroundings.	Understanding location	EX.K.G.1 Identify location of familiar objects in the classroom.
Clarifying Objectives K.G.1.1 Use maps to locate places in the classroom, school and home. K.G.1.2 Use globes and maps to locate land and water features. K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.). K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).		Clarifying Objectives EX.G.1.1 Locate areas of the classroom. EX.G.1.2 Locate familiar objects in the environment. EX.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

**Kindergarten Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
K.E.1 Understand basic economic concepts.		Understanding needs and wants	EX.K.E.1 Identify needs of individual and family.	
Clarifying Objectives	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.		Clarifying Objectives	EX.K.E.1.1 Identify the needs of a family. EX.K.E.1.2 Communicate personal needs.

**Kindergarten Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
K.C&G.1 Understand the roles of a citizen.		Understand the expectations of group participation	EX.K.C&G.1 Understand expectations of participating in a group.	
Clarifying Objectives	K.C&G.1.1 Exemplify positive relationships through fair play and friendship. K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.		Clarifying Objectives	EX.K.C&G.1.1 Demonstrate joint attention with a peer. EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).

**1st Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.		Understanding location	EX.1.G.1 Identify locations within the school environment.	
Clarifying Objectives	<p>1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.</p> <p>1.G.1.2 Give examples showing location of places (home, classroom, school and community).</p> <p>1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).</p>		Clarifying Objectives	<p>EX.1.G.1.1 Identify one's own location when transitioning from place to place (e.g., school, home, outside).</p> <p>EX.1.G.1.2 Locate places within the school environment (verbal or photo representation).</p> <p>EX.1.G.1.3 Use directional words to locate objects (near/far, left/right).</p>

**1st Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
1.E.1 Understand basic economic concepts.		Understand basic economic concepts	EX.1.E.1 Communicate how jobs help people meet their needs and wants.	
Clarifying Objectives	<p>1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.</p> <p>1.E.1.2 Identify examples of goods and services in the home, school and community.</p> <p>1.E.1.3 Explain how supply and demand affects the choices families and communities make.</p>		Clarifying Objectives	<p>EX.1.E.1.1 Identify the job responsibilities of people in the community.</p> <p>EX.1.E.1.2 Demonstrate the exchange of money for goods and services to fulfill wants and needs.</p> <p>EX.1.E.1.3 Communicate how families have needs and wants.</p> <p>EX.1.E.1.4 Illustrate the relationship between jobs and meeting needs and wants.</p>

**1st Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
1.C&G.1 Understand the importance of rules.		Understand the expectations of group participation	EX.1.C&G.1 Understand expectations of participating in a group.	
Clarifying Objectives	<p>1.C&G.1.1 Explain why rules are needed in the home, school and community.</p> <p>1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).</p> <p>1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</p>		Clarifying Objectives	<p>EX.1.C&G.1.1 Understand how to initiate positive peer interactions.</p> <p>EX.1.C&G.1.2 With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p>EX.1.C&G.1.3 Follow simple school expectations (e.g., walk on the right side of the hallways, quiet voice, take turns on the playground).</p>

2nd Grade Social Studies
Geography and Environmental Literacy

Essential Standards		Essence	Extended Essential Standards	
2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.		Understand a picture/symbol can represent a location	EX.2.G.1 Use geographic representations and terms to describe surroundings.	
Clarifying Objectives	2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions. 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).		Clarifying Objectives	EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right).

**2nd Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
2.E.1 Understand basic economic concepts.		Understand basic economic concepts	EX.2.E.1 Understand basic economic concepts.	
Clarifying Objectives	<p>2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.</p> <p>2.E.1.2 Explain the roles and impact producers and consumers have on the economy.</p> <p>2.E.1.3 Summarize the concept of supply and demand.</p> <p>2.E.1.4 Explain why people and countries around the world trade for goods and services.</p> <p>2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.</p> <p>2.E.1.6 Summarize the role of financial institutions relative to savings.</p>		Clarifying Objectives	<p>EX.2.E.1.1 Identify the goods and services provided by businesses in the community.</p> <p>EX.2.E.1.2 Analyze what services need to be purchased versus those that can be completed by an individual.</p> <p>EX.2.E.1.3 Understand products cost different amounts (more/less).</p>

**2nd Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
2.C&G.2 Understand the roles and responsibilities of citizens.		Understand role of people in a group	EX.2.C&G.2 Understand expectations of participating in a group.	
Clarifying Objectives	<p>2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.</p> <p>2.C&G.2.2 Explain why it is important for citizens to participate in their community.</p>		Clarifying Objectives	<p>EX.2.C&G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p>EX.2.C&G.2.2 Understand consequences of choices about following rules.</p> <p>EX.2.C&G.2.3 Understand roles of authority figures in the home, school and community (teacher, principal, parents, police officer, etc).</p> <p>EX.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).</p>

**3rd Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
3.G.1 Understand the earth’s patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).		<p align="center">Understanding patterns of geography</p>	EX.3.G.1 Understanding community patterns using the themes of geography: (e.g., location, place, human-environment interaction, movement and regions).	
Clarifying Objectives	3.G.1.1 Find absolute and relative locations of places within the local community and region. 3.G.1.2 Compare the human and physical characteristics of places. 3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs. 3.G.1.4 Explain how the movement of goods, people and ideas impact the community. 3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world). 3.G.1.6 Compare various regions according to their characteristics.		Clarifying Objectives	EX.3.G.1.1 Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station). EX.3.G.1.2 Describe the function of the community landmarks. EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.). EX.3.G.1.4 Locate places within the school environment (pictorial /symbol representation).

**3rd Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
3.E.1 Understand how the location of regions affects activity in a market economy.		Understand basic economic concepts	EX.3.E.1 Understand how location is a part of basic economic concepts.	
Clarifying Objectives	3.E.1.1 Explain how location impacts supply and demand. 3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).		Clarifying Objectives	EX.3.E.1.1 Identify community landmarks to secure goods and services. EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make. EX.3.E.1.3 Identify where money can be kept safely. EX.3.E.1.4 Understand the value of saving money to help make later purchases.

**3rd Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
3.C&G.2 Understand how citizens participate in their communities.		Contribute to the group	EX.3.C&G.2 Understand how citizens participate in their communities.	
Clarifying Objectives	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.C&G.2.3 Apply skills in civic engagement and public discourse (school, community).		Clarifying Objectives	EX.3.C&G.2.1 Apply different rules for different locations throughout the school. EX.3.C&G.2.2 Apply knowledge of different rules for different staff members throughout the school. EX.3.C&G.2.3 Exemplify how students can contribute to the well-being of the classroom. EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic.

**4th Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina.			EX.4.G.1 Understand human, environmental, and technological factors affect life in North Carolina.	
Clarifying Objectives	4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).	Understand a community is a part of North Carolina	Clarifying Objectives	EX.4.G.1.1 Understand locations have specific addresses that include name of town/city and state.
	4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.			EX.4.G.1.2 Identify goods and services available in your community and North Carolina.
	4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.			EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.
	4.G.1.4 Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.			EX.4.G.1.4 Identify tools that assist in obtaining wants and needs.
				EX.4.G.1.5 Use maps to locate places in the classroom.

**4th Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
4.E.1 Understand how a market economy impacts life in North Carolina.		Understand North Carolina economy	EX.4.E.1 Understand how producers and consumers contribute to the economy.	
Clarifying Objectives	4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship. 4.E.1.2 Understand how scarcity and choice in a market economy impact business decisions. 4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world. 4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.		Clarifying Objectives	EX.4.E.1.1 Identify the producers of products in the community and North Carolina. EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.
4.E.2 Understand the economic factors when making personal choices.		Understand money and personal choices	EX.4.E.2 Understand the economic factors when making personal choices.	
Clarifying Objectives	4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life. 4.E.2.2 Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs.		Clarifying Objectives	EX.4.E.2.1 Understand how the amount of money a person has affects personal choices.

**4th Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
4.C&G.2 Analyze the North Carolina Constitution.			EX.4.C&G.2 Understand the rights and responsibilities of citizens.	
Clarifying Objectives	4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities. 4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution. 4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	Understand rights and responsibilities	Clarifying Objectives	EX.4.C&G.2.1 Identify basic rights of an individual. EX.4.C&G.2.2 Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space). EX.4.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.

**5th Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
5.G.1 Understand how human activity has and continues to shape the United States.		Understand human activities effect the environment	EX.5.G.1 Understand how human activity has and continues to shape the environment.	
Clarifying Objectives	<p>5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.</p> <p>5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</p> <p>5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.</p> <p>5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).</p>		Clarifying Objectives	<p>EX.5.G.1.1 Compare the effects of human activity on the physical environment.</p> <p>EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going.</p> <p>EX.5.G.1.3 Utilize technological tools to assist in accessing wants and needs across environments.</p> <p>EX.5.G.1.4 Use maps to move to various locations within the school.</p>

**5th Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
5.E.1 Understand how a market economy impacts life in the United States.		People who live/work together affect one another	EX.5.E.1 Understand that individuals contribute to the division of labor in many ways.	
Clarifying Objectives	5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction. 5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.		Clarifying Objectives	EX.5.E.1.1 Understand that more than one person can contribute to a good or service. EX.5.E.1.2 Describe personal responsibility and the effect on division of labor. EX.5.E.1.3 Understand consequences of contributing or not contributing to the division of labor.
5.E.2 Understand that personal choices result in benefits or consequences.		Understand money and personal choices	EX.5.E.2 Understand the economic factors when making personal choices.	
Clarifying Objectives	5.E.2.1 Explain the importance of developing a basic budget for spending and saving. 5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.		Clarifying Objectives	EX.5.E.2.1 Apply decision making skills on spending and saving.

**5th Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.		Understand rights and responsibilities	EX.5.C&G.2 Understand the rights and responsibilities of citizens.	
Clarifying Objectives	<p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).</p> <p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p>		Clarifying Objectives	<p>EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.</p> <p>EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the "common good".</p> <p>EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.</p> <p>EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of others.</p>

**6th Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).		Environmental changes effect the tools and resources needed	EX.6.G.1 Understand geographic factors influence choice of tools and resources.	
Clarifying Objectives	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).</p> <p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).</p> <p>6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up).</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).</p>		Clarifying Objectives	<p>EX.6.G.1.1 Identify the tools needed in different environments (e.g., tractor on the farm).</p> <p>EX.6.G.1.2 Compare regions of the state (e.g., Mountains verses Coast).</p>

6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.		Use maps	EX.6.G.2 Use maps to understand the community.	
Clarifying Objectives	<p>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.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p>		Clarifying Objectives	<p>EX.6.G.2.1 Locate community markers on a map (pictures of the location).</p>

**6th Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.		Available resource affect the community	EX.6.E.1 Understand the impact of available resources on individuals and the community for meeting needs and wants.	
Clarifying Objectives	<p>6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).</p> <p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>		Clarifying Objectives	<p>EX.6.E.1.1 Distinguish between needs (food, clothing, shelter, transportation) and wants(types of food, leisure activities).</p> <p>EX.6.E.1.2 Identify available resources to meet individual or community needs and wants.</p> <p>EX.6.E.1.3 Explain how financial decisions impact the fulfillment of needs and wants.</p>

**6th Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
6.C&G.1 Understand the development of government in various civilizations, societies and regions.		Rights and responsibilities change	EX.6.C&G.1 Describe the factors that influence change in rights and responsibilities.	
Clarifying Objectives	<p>6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy).</p> <p>6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).</p> <p>6.C&G.1.3 Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments.</p> <p>6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.</p>		Clarifying Objectives	<p>EX.6.C&G.1.1 Describe how rights and responsibilities within the community environment support the concept of the "common good".</p> <p>EX.6.C&G.1.2 Describe the factors that influence change on rights and responsibilities for different locations.</p> <p>EX.6.C&G.1.3 Describe how the demands of various school settings may impact changes in rules.</p> <p>EX.6.C&G.1.4 Describe how age changes the rights and responsibilities of an individual.</p> <p>EX.6.C&G.1.5 Actively engage in communicative exchanges by supporting an individual's opinion with details.</p>

**7th Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.		Conditions shape the environment	EX.7.G.1 Describe conditions that shape the environment.	
Clarifying Objectives	<p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p> <p>7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p>7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.</p>		Clarifying Objectives	<p>EX.7.G.1.1 Describe the consequences of too much or too little water (e.g. drought, flooding) on a populated area.</p> <p>EX.7.G.1.2 Describe the impact preservation efforts have on the environment (recycling, planting trees).</p> <p>EX.7.G.1.3 Describe routine responses for natural disasters (e.g., What do you do when there is a tornado? What do you need to do to get ready for a hurricane?).</p>

7.G.2 Apply the tools of a geographer to understand modern societies and regions.		Use maps	EX.7.G.2 Use maps to understand the community.	
Clarifying Objectives	<p>7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p> <p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p>		Clarifying Objectives	<p>EC.7.G.2.1 Use key (e.g., H =Hospital, Picture of bus= bus stop) and cardinal directions (north, south, east, west) to locate community markers.</p> <p>EC.7.G.2.2 Use available technology tools (i.e., GPS and GIS software) to locate community markers.</p>

**7th Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
7.E.1 Understand the economic activities of modern societies and regions.		Understand implications of economic decisions	EX.7.E.1 Understand implications of economic decisions on needs and wants.	
Clarifying Objectives	<p>7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).</p> <p>7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).</p> <p>7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p> <p>7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).</p>		Clarifying Objectives	<p>EX.7.E.1.1 Compare prices between economic competitors to find the best value.</p> <p>EX.7.E.1.2 Explain how personal financial resources affect the choices people make based on their wants and needs.</p> <p>EX.7.E.1.3 Understand that personal choices result in benefits or consequences.</p>

**7th Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
7.C&G.1 Understand the development of government in modern societies and regions.		Understand rights and responsibilities	EX.7.C&G.1 Understand rights and responsibilities of an individual in relationship to society.	
Clarifying Objectives	<p>7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).</p> <p>7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p> <p>7.C&G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p> <p>7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p>		Clarifying Objectives	<p>EX.7.C&G.1.1 Understand groups can agree on rules for the "common good" of society.</p> <p>EX.7.C&G.1.2 Apply problem solving models to generate ideas (e.g., rules, goals, sequence, etc.) to benefit the "common good".</p> <p>EX.7.C&G.1.3 Determine what ideas and opinions in a group are different from an individual's.</p> <p>EX.7.C&G.1.3 Communicate when an individual disagrees with decisions made by others.</p>

**8th Grade Social Studies
Geography and Environmental Literacy**

Essential Standards		Essence	Extended Essential Standards	
8.G.1 Understand the geographic factors that influenced North Carolina and the United States.		Understand geographic locations	EX.8.G.1 Understand North Carolina geographic locations.	
Clarifying Objectives	<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>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>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>		Clarifying Objectives	<p>EX.8.G.1.1 Describe activities specific to regions of the state.</p> <p>EX.8.G.1.2 Describe the 3 regional areas of North Carolina (mountains, piedmont and coastal) and their physical characteristics.</p> <p>EX.8.G.1.3 Use a map to get to an unfamiliar location within the school and/or community.</p> <p>EX.8.G.1.4 Use available technology tools (i.e., GPS and GIS software) to locate community markers which will meet specific purposes (i.e., restaurants, coffee, attractions).</p>

**8th Grade Social Studies
Economics and Financial Literacy**

Essential Standards		Essence	Extended Essential Standards	
8.E.1 Understand the economic activities of North Carolina and the United States.		Understand economic activities	EX.8.E.1 Understand personal economic activities.	
Clarifying Objectives	<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>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.</p> <p>8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p>		Clarifying Objectives	<p>EX.8.E.1.1 Develop strategies for determining how to allocate resources.</p> <p>EX.8.E.1.2 Evaluate personal financial indicators of growth and stability (e.g. credit, savings, investing, borrowing and giving).</p>

**8th Grade Social Studies
Civics and Governance**

Essential Standards		Essence	Extended Essential Standards	
8.C&G.2 Understand the role that citizen participation plays in societal change.		Understand social change	EX.8.C&G.2 Understand the role of an individual can effect change.	
Clarifying Objectives	<p>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).</p> <p>8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p>		Clarifying Objectives	<p>EX.8.C&G.2.1 Apply self-advocacy skills to request new choices (e.g., verbal, pictorial, etc.) to negotiate change.</p>