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correlated to

North Carolina Social Studies Standard Course of Study and Grade Level Competencies Grades 5-8



EDUCATION GROUP



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YOUR NORTH CAROLINA GREAT SOURCE REPRESENTATIVES

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North Carolina Social Studies Standard Course of Study and Grade Level Competencies Grade 5

COMPETENCY GOAL 1

The learner will apply key geographic concepts to the United States and other countries of North America.

Competency Objectives, Grade 5	ACCESS American History
1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.	Student Book: 12-13, 14-15, 16-17, 32-33, 106
1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.	Student Book: 16-17, 23-27, 50
1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.	Student Book: 16-17, 23-27, 50
1.04 Describe the economic and social differences between developed and developing regions in North America.	Student Book: 16-17, 22-27, 50
1.05 Explain how and why population distribution differs within and between countries of North America.	Student Book: 16-17
1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.	Student Book: 20-21, 22-23, 24-27, 46-49
1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.	Student Book: 80-81, 97, 103, 107, 108-109, 134, 142, 170, 176-177, 182-183, 188-189, 192-193, 202, 212-213, 216, 219, 242, 260, 266

COMPETENCY GOAL 2

The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.

Competency Objectives, Grade 5	ACCESS American History
2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.	Student Book: 49, 57, 60, 62, 63, 69, 75, 81, 86, 87, 170
2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.	Student Book: 276-279
2.03 Recognize how the United States government has changed over time.	Student Book: 46-49, 86, 87, 94-95, 98, 99, 110-111, 119-121, 159, 170, 178-179, 180-181, 202-207, 215, 216-218, 219, 227-231, 240-241, 242, 243, 250-253, 274-279, 286-291, 298-303
2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.	Student Book: 276-279
2.05 Assess the role of political parties in society.	Student Book: 95, 119, 158
2.06 Explain the role of public education in the United States.	Student Book: 181, 187, 191, 251, 301
2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.	No specific lesson addresses this objective.
2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.	No specific lesson addresses this objective.

COMPETENCY GOAL 3

The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Competency Objectives, Grade 5	ACCESS American History
3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.	Student Book: 20-21, 22-23, 24-27, 46-49, 50, 267
3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.	Student Book: 103, 182-183, 192-193
3.03 Identify examples of cultural interaction within and among the regions of the United States.	Student Book: 133, 267
3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.	Student Book: 16-17, 22-27, 50, 132-133, 141, 146, 183, 190, 267
3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.	Student Book: 37, 44, 48-49, 50, 51
3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.	Student Book: 267
3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.	Student Book: 267

COMPETENCY GOAL 4

The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Competency Objectives, Grade 5	ACCESS American History
4.01 Define the role of an historian and explain the importance of studying history.	No specific lesson addresses this objective.
4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.	Student Book: 22, 23, 24-27, 50
4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.	Student Book: 22-27, 44-45, 46-47, 50, 51, 123, 133, 216, 253
4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights	Student Book: 56-59, 62, 63, 68-69, 70, 71, 72, 73, 75, 82, 86-87, 286-291
4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.	Student Book: 56-59, 120, 130-131, 132-133, 134, 135, 142-145, 146-147, 154-159, 166, 171, 202-203, 214-215
4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.	Student Book: 128-129, 154-157, 179, 191, 248-249, 250-253, 254-255
4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.	No specific lesson addresses this objective.
4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.	Student Book: 206

COMPETENCY GOAL 5

The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.

Competency Objectives, Grade 5	ACCESS American History
5.01 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.	Student Book: 265, 266
5.02 Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.	Student Book: 266
5.03 Assess economic institutions in terms of how well they enable people to meet their needs.	No specific lesson addresses this objective.
5.04 Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.	Student Book: 266
5.05 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.	Student Book: 192-193, 216, 260, 266
5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.	Student Book: 266, 267
5.07 Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.	Student Book: 266
5.08 Cite examples of surplus and scarcity in the American market and explain the economic effects.	No specific lesson addresses this objective.

COMPETENCY GOAL 6

The learner will recognize how technology has influenced change within the United States and other countries in North America.

Competency Objectives, Grade 5	ACCESS American History
6.01 Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.	Student Book: 192-193, 216, 260, 266
6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.	Student Book: 192-193, 216, 260, 266
6.03 Forecast how technology can be managed to have the greatest number of people enjoy the benefits.	Student Book: 242, 260, 266
6.04 Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.	Student Book: 267
6.05 Compare and contrast the changes that technology has brought to the United States and to its impact in Canada, Mexico, and Central America.	Student Book: 192-193, 216, 260, 266
6.06 Predict future trends in technology management that will benefit the greatest number of people.	Student Book: 266



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North Carolina Social Studies Standard Course of Study and Grade Level Competencies Grade 8

COMPETENCY GOAL 1

The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

Competency Objectives, Grade 8	ACCESS American History
1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.	Student Book: 14-15, 16-17
1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.	Student Book: 22
1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.	Student Book: 30-38
1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.	Student Book: 39
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.	Student Book: 44, 48-49, 50
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.	No specific lesson addresses this objective.

Competency Objectives, Grade 8	ACCESS American History
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.	Student Book: 46, 50, 51

COMPETENCY GOAL 2

The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.

Competency Objectives, Grade 8	ACCESS American History
2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.	Student Book: 56-59
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.	Student Book: 63, 70, 71, 72-73, 75
2.03 Examine the role of North Carolina in the Revolutionary War.	No specific lesson addresses this objective.
2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.	Student Book: 70, 71, 74-75
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.	Student Book: 62, 63, 86-87, 286-291

COMPETENCY GOAL 3

The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.

Competency Objectives, Grade 8	ACCESS American History
3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.	Student Book: 98, 118
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.	Student Book: 98, 118
3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.	Student Book: 128-129, 134, 135
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.	Student Book: 50, 51
3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.	Student Book: 122-123
3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.	No specific lesson addresses this objective.
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.	No specific lesson addresses this objective.
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.	Student Book: 91, 96-97

COMPETENCY GOAL 4

The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.

Competency Objectives, Grade 8	ACCESS American History
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.	Student Book: 103, 106, 111, 159, 166
4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.	Student Book: 118-123, 129, 134, 154, 165, 166, 167, 168, 169, 170, 171
4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.	Student Book: 159
4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.	Student Book: 118-123, 129, 134, 154, 165, 166, 167, 168, 170, 171, 178-181
4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.	Student Book: 178-181

COMPETENCY GOAL 5

The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.

Competency Objectives, Grade 8	ACCESS American History
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.	Student Book: 50
5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.	No specific lesson addresses this objective.
5.03 Describe the social, economic, and political impact of migration on North Carolina.	Student Book: 182, 183

Competency Objectives, Grade 8	ACCESS American History
5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.	Student Book: 192-193
5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.	No specific lesson addresses this objective.
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.	No specific lesson addresses this objective.

COMPETENCY GOAL 6

The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

Competency Objectives, Grade 8	ACCESS American History
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.	Student Book: 213, 217-219
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.	Student Book: 226-227, 228-230
6.03 Examine the significance of key ideas and individuals associated with World War II.	Student Book: 226-227, 228-230
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.	No specific lesson addresses this objective.

COMPETENCY GOAL 7

The learner will analyze changes in North Carolina during the postwar period to the 1970's.

Competency Objectives, Grade 8	ACCESS American History
7.01 Analyze the extent and significance of economic changes in North Carolina.	No specific lesson addresses this objective.
7.02 Evaluate the importance of social changes to different groups in North Carolina.	No specific lesson addresses this objective.
7.03 Assess the influence of technological advances on economic development and daily life.	Student Book: 188-189, 192-193, 242, 260
7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.	Student Book: 231, 238, 239
7.05 Evaluate the major changes and events that have effected the roles of local, state, and national governments.	Student Book: 231, 238-239, 240-241, 249, 250-253, 254-255

COMPETENCY GOAL 8

The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.

Competency Objectives, Grade 8	ACCESS American History
8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.	Student Book: 250
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.	No specific lesson addresses this objective.
8.03 Describe the impact of state and national issues on the political climate of North Carolina.	Student Book: 249
8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.	No specific lesson addresses this objective.

COMPETENCY GOAL 9

The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Competency Objectives, Grade 8	ACCESS American History
9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	Student Book: 288-290
9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.	No specific lesson addresses this objective.
9.03 Describe opportunities for and benefits of civic participation.	Student Book: 296-297, 300-303



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