

# **Social Studies Curriculum For Emmanuel Lutheran School**

The Social Studies curriculum is based on human interaction with the physical, material, and personal worlds. It is taught from a Christian perspective and is to assist the students to better understand how to live a successful and God-pleasing life within these worlds. Students will learn to care for others and live as effective witnesses for Christ's kingdom, the kingdom that extends beyond this life and into eternity.

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

## **Core Skills**

Skill Competency Goal 1: The Learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC

Skill Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC

Skill Competency Goal 3: The Learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC & IF

Skill Competency Goal 4: The Learner will acquire strategies needed for applying decision-making and problem solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC

Skill Competency Goal 5: The Learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC

## **Strands**

Geographic Relationships, Historical Perspectives, Economics and Development, Citizenship, Global Connections, Technological Influences and Society, Government and Active Citizenship of Earth and Heaven

**Note: All standards and strands are based on the North Carolina Standard Course of Study (NC), Integrating the Faith (IF), and Prentice Hall textbook, American Nation (PH).**

Compiled in December, 2007

# Kindergarten

## SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

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It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<b>Objectives</b> <b>1.01</b> Read for literal meaning. NC <b>1.02</b> Summarize to select main ideas. NC <b>1.03</b> Draw inferences. NC <b>1.04</b> Detect cause and effect. NC <b>1.05</b> Recognize bias and propaganda. NC <b>1.06</b> Recognize and use social studies terms in written and oral reports. NC <b>1.07</b> Distinguish fact and fiction. NC <b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b> <b>2.01</b> Use appropriate sources of information. NC <b>2.02</b> Explore print and non-print materials. NC <b>2.03</b> Utilize different types of technology. NC <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC <b>4.03</b> Recognize and analyze values upon which judgments are made. NC

	<b>4.04</b> Apply conflict resolutions. NC <b>4.05</b> Develop Christian character by working with others. IF <b>4.06</b> Predict possible outcomes. NC <b>4.07</b> Draw conclusions. NC <b>4.08</b> Offer solutions. NC <b>4.09</b> Develop hypotheses. NC
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<b>Objectives</b> <b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC <b>5.02</b> Create and modify a database for class assignments. NC <b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC <b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC

**SOCIAL STUDIES :: 2006 ::**

**KINDERGARTEN SELF AND FAMILIES AROUND THE WORLD**

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive Christian attitudes about themselves, their families, and families of diverse cultures. NC & IF

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship of Earth and Heaven. NC & IF

<b>Competency Goal 1</b>	<b>The learner will investigate how individuals, families, and groups are similar and different. NC</b>
	<b>Objectives</b> <b>1.01</b> Describe how individuals are unique and valued in others and God's eyes. NC & IF <b>1.02</b> Identify different groups to which individuals belong. NC <b>1.03</b> Examine diverse family structures around the world. NC <b>1.04</b> Recognize that families and groups have similarities and differences. NC <b>1.05</b> Compare and contrast customs of families in communities around the world. NC
<b>Competency Goal 2</b>	<b>The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, chapel, and other social environments. NC</b>
	<b>Objectives</b> <b>2.01</b> Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, church, and other social environments. NC & IF <b>2.02</b> Participate in democratic decision making. NC <b>2.03</b> Describe the importance of rules and laws, including God's laws. NC & IF <b>2.04</b> Analyze classroom problems and suggest fair Christian solutions. NC & IF
<b>Competency Goal 3</b>	<b>The learner will recognize and understand the concept of change in various settings. NC</b>
	<b>Objectives</b> <b>3.01</b> Observe and describe how individuals and families grow and change. NC <b>3.02</b> Evaluate how the lives of individuals and families of the past are different from what they are today. (Include Bible Stories) NC & IF <b>3.03</b> Observe and summarize changes within communities. NC

	<b>3.04</b> Recognize changes in the classroom and school environments. NC
<b>Competency Goal 4</b>	<b>The learner will explain celebrated holidays and special days in communities. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Explore how families express their cultures through celebrations, rituals, and traditions. NC</p> <p><b>4.02</b> Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures. NC &amp; IF</p> <p><b>4.03</b> State reasons for observing special, religious, and secular holidays of diverse cultures. NC &amp; IF</p>
<b>Competency Goal 5</b>	<b>The learner will express basic geographic concepts in real life situations. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Locate and describe familiar places in the home, school, and other environments. NC</p> <p><b>5.02</b> Create and interpret simple maps, models, and drawings of the home, school, church, and other environments. NC &amp; IF</p> <p><b>5.03</b> Describe the functions of places in the home, school, and other environments. NC</p> <p><b>5.04</b> Recognize and explain God's work of seasonal changes in the environment. NC &amp; IF</p> <p><b>5.05</b> Identify and state how natural and human resources are used within the community to care for God's world. NC &amp; IF</p> <p><b>5.06</b> Acknowledge and appreciate God's work in creation. IF</p>
<b>Competency Goal 6</b>	<b>The learner will apply basic economic concepts to home, school, and the community. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Distinguish between wants and needs. NC</p> <p><b>6.02</b> Examine the concept of scarcity and how it influences the economy. NC</p> <p><b>6.03</b> Recognize that all material objects owned by humans are gifts of God. IF</p> <p><b>6.04</b> Identify examples of how families and communities work together to meet their basic needs and wants. NC</p> <p><b>6.05</b> Give examples of how money is used within the communities, such as spending and savings. NC</p> <p><b>6.06</b> Explore goods and services provided in communities. NC</p> <p><b>6.07</b> Encourage giving (tithes and offerings). IF</p>
<b>Competency Goal 7</b>	<b>The learner will recognize how technology is used at home, school, and the community. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Identify different types of media and forms of communication. NC</p> <p><b>7.02</b> Explore modes of transportation at home and around the world. NC</p> <p><b>7.03</b> Describe functions of computers and other electronic devices used in the home, school, and other environments. NC</p>

## First Grade

SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

## **SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

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<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<b>Objectives</b> <b>1.01</b> Read for literal meaning. NC <b>1.02</b> Summarize to select main ideas. NC <b>1.03</b> Draw inferences. NC <b>1.04</b> Detect cause and effect. NC <b>1.05</b> Recognize bias and propaganda. NC <b>1.06</b> Recognize and use social studies terms in written and oral reports. NC <b>1.07</b> Distinguish fact and fiction. NC <b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b> <b>2.01</b> Use appropriate sources of information. NC <b>2.02</b> Explore print and non-print materials. NC <b>2.03</b> Utilize different types of technology. NC <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC <b>4.03</b> Recognize and analyze values upon which judgments are made. NC <b>4.04</b> Apply conflict resolutions. NC <b>4.05</b> Develop Christian character by working with others. IF <b>4.06</b> Predict possible outcomes. NC

	<b>4.07</b> Draw conclusions. NC <b>4.08</b> Offer solutions. NC <b>4.09</b> Develop hypotheses. NC
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<b>Objectives</b> <b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC <b>5.02</b> Create and modify a database for class assignments. NC <b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC <b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC

**SOCIAL STUDIES :: 2006 :: FIRST GRADE NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD**

**FIRST GRADE NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD**

Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

<b>Competency Goal 1</b>	<b>The learner will analyze how individuals, families, and groups are similar and different. NC</b>
	<b>Objectives</b> <b>1.01</b> Describe the roles of individuals in the family of God. NC & IF <b>1.02</b> Identify various groups to which individuals and families belong. (churches) NC & IF <b>1.03</b> Compare and contrast similarities and differences among individuals and families. NC <b>1.04</b> Explore the benefits of diversity in the United States. NC
<b>Competency Goal 2</b>	<b>The learner will identify and exhibit qualities of good citizenship in the classroom, school ,chapel, and other social environments. NC</b>
	<b>Objectives</b> <b>2.01</b> Develop and exhibit citizenship traits in the classroom, school, chapel, and other social environments. NC & IF <b>2.02</b> Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, pastor, principal, and teacher. NC & IF <b>2.03</b> Participate in democratic decision-making. NC <b>2.04</b> Recognize the need for rules in different settings. NC <b>2.05</b> Identify the need for fairness in rules by individuals and by people in authority. NC <b>2.06</b> Recognize God’s rules for His people. IF <b>2.07</b> Predict consequences that may result from responsible and irresponsible actions. NC
<b>Competency Goal 3</b>	<b>The learner will recognize and understand the concept of change in various settings. NC</b>
	<b>Objectives</b> <b>3.01</b> Describe personal and family changes, past and present. (Include Bible stories) NC & IF <b>3.02</b> Describe past and present changes within the local community. NC

	<p><b>3.03</b> Compare and contrast past and present changes within the local community and communities around the world. NC</p> <p><b>3.04</b> Recognize that members of the community are affected by changes in the community that occur over time. NC</p>
<b>Competency Goal 4</b>	<b>The learner will explain different celebrated holidays and special days in communities. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures. NC &amp; IF</p> <p><b>4.02</b> Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures. NC</p> <p><b>4.03</b> Recognize and describe the historical events associated with national holidays. NC</p> <p><b>4.04</b> Trace the historical foundations of traditions of various neighborhoods and communities. NC</p>
<b>Competency Goal 5</b>	<b>The learner will express geographic concepts in real life situations. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Locate and describe familiar places in the home, classroom, church, and school. NC &amp; IF</p> <p><b>5.02</b> Investigate key features of maps. NC</p> <p><b>5.03</b> Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures. NC &amp; IF</p> <p><b>5.04</b> Analyze patterns of movement within the community. NC</p> <p><b>5.05</b> Demonstrate responsibility for the care and management of God's world within the school and community. NC &amp; IF</p> <p><b>5.06</b> Compare and contrast geographic features of places within various communities. NC</p> <p><b>5.07</b> Explore physical features of continents and major bodies of water. NC</p> <p><b>5.08</b> Acknowledge and appreciate God's work in creation. NC &amp; IF</p>
<b>Competency Goal 6</b>	<b>The learner will apply basic economic concepts to home, school, and the community. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources. NC</p> <p><b>6.02</b> Describe how people of different cultures work to earn income in order to satisfy wants and needs. NC</p> <p><b>6.03</b> Participate in activities that demonstrate the division of labor. NC</p> <p><b>6.04</b> Explore community services that are provided by the government and other agencies. NC</p> <p><b>6.05</b> Give examples of the relationship between the government and its people. NC</p> <p><b>6.06</b> Identify the uses of money by individuals which include saving, giving, and spending. NC</p> <p><b>6.07</b> Encourage the giving of tithes and offerings. IF</p> <p><b>6.08</b> Recognize that all families produce and consume goods and services. NC</p>
<b>Competency Goal 7</b>	<b>The learner will recognize how technology is used at home, school, and in the community. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Compare and contrast the use of media and forms of communication at home and in other social environments. NC</p> <p><b>7.02</b> Describe how communication and transportation link communities. NC</p> <p><b>7.03</b> Use the computer and other technological tools to gather, organize, and display data. NC</p>

## Second Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

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<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<b>Objectives</b> <b>1.01</b> Read for literal meaning. NC <b>1.02</b> Summarize to select main ideas. NC <b>1.03</b> Draw inferences. NC <b>1.04</b> Detect cause and effect. NC <b>1.05</b> Recognize bias and propaganda. NC <b>1.06</b> Recognize and use social studies terms in written and oral reports. NC <b>1.07</b> Distinguish fact and fiction. NC <b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b> <b>2.01</b> Use appropriate sources of information. NC <b>2.02</b> Explore print and non-print materials. NC <b>2.03</b> Utilize different types of technology. NC <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC

	<p>4.02 Examine, understand, and evaluate conflicting viewpoints. NC</p> <p>4.03 Recognize and analyze values upon which judgments are made. NC</p> <p>4.04 Apply conflict resolutions. NC</p> <p>4.05 Develop Christian character by working with others. IF</p> <p>4.06 Predict possible outcomes. NC</p> <p>4.07 Draw conclusions. NC</p> <p>4.08 Offer solutions. NC</p> <p>4.09 Develop hypotheses. NC</p>
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<p><b>Objectives</b></p> <p>5.01 Use word processing to create, format, and produce classroom assignments/projects. NC</p> <p>5.02 Create and modify a database for class assignments. NC</p> <p>5.03 Create, modify, and use spreadsheets to examine real-world problems. NC</p> <p>5.04 Create nonlinear projects related to the social studies content area via multimedia presentations. NC</p>

**SOCIAL STUDIES :: 2006 :: SECOND GRADE REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD**  
**SECOND GRADE REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD**

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space. **Strands:** Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

<b>Competency Goal 1</b>	<b>The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, church, and other social environments. NC</b>
	<p><b>Objectives</b></p> <p>1.01 Identify and describe attributes of responsible citizenship. NC</p> <p>1.02 Demonstrate responsible citizenship in the school, chapel, community, and other social environments. NC &amp; IF</p> <p>1.03 Analyze and evaluate the effects of responsible citizenship in the school, chapel, community, and other social environments. NC &amp; IF</p> <p>1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior. NC</p>
<b>Competency Goal 2</b>	<b>The learner will evaluate relationships between people and their governments. NC</b>
	<p><b>Objectives</b></p> <p>2.01 Identify and explain the functions of local governmental bodies and elected officials.</p> <p>2.02 Recognize and demonstrate examples of the elective process. NC</p> <p>2.03 Describe the interdependence among individuals, families, God, and the community. NC &amp; IF</p> <p>2.04 Evaluate rules and laws (including God's laws) and suggest appropriate consequences for noncompliance. NC &amp; IF</p> <p>2.05 Identify examples of responsible citizen participation in society and social environments. NC</p>

<b>Competency Goal 3</b>	<b>The learner will analyze how individuals, families, and communities are alike and different in God's world. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Compare similarities and differences between oneself and others. NC <b>3.02</b> Acknowledge God's creativity in forming individuals. IF <b>3.03</b> Describe similarities and differences among families in different communities. NC <b>3.04</b> Compare similarities and differences among cultures in various communities. NC <b>3.05</b> Identify multiple roles performed by individuals in their families and communities. NC <b>3.06</b> Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world. (Martin Luther, Jesus Christ) NC & IF <b>3.07</b> Identify individuals of diverse cultures and describe their contributions to society. NC
<b>Competency Goal 4</b>	<b>The learner will exhibit an understanding of change in communities over time. NC</b>
	<b>Objectives</b> <b>4.01</b> Analyze the effects of change in communities and predict future changes. NC <b>4.02</b> Analyze environmental issues, past and present, and determine their impact on different cultures. NC <b>4.03</b> Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban. NC <b>4.04</b> Analyze the growth and movement of the church in communities. IF
<b>Competency Goal 5</b>	<b>The learner will understand the relationship between people and geography in various communities. NC</b>
	<b>Objectives</b> <b>5.01</b> Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate. NC <b>5.02</b> Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions. NC <b>5.03</b> Compare and contrast the physical features of communities and regions. NC <b>5.04</b> Identify the absolute and relative location of communities. NC <b>5.05</b> Interpret maps, charts, and pictures of locations. NC <b>5.06</b> Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence. NC <b>5.07</b> Acknowledge and appreciate God's work in creation. IF
<b>Competency Goal 6</b>	<b>The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs. NC</b>
	<b>Objectives</b> <b>6.01</b> Identify natural resources and cite ways people conserve and replenish natural resources. NC <b>6.02</b> Acknowledge natural resources as gifts from God. IF <b>6.03</b> Cite ways people modify the physical environment to meet their needs and explain the consequences. NC <b>6.04</b> Identify means and methods of human movement as they relate to the physical environment. NC
<b>Competency Goal 7</b>	<b>The learner will apply basic economic concepts and evaluate the use of economic resources within communities. NC</b>

	<b>Objectives</b> <b>7.01</b> Distinguish between producers and consumers and identify ways people are both producers and consumers. NC <b>7.02</b> Distinguish between goods produced and services provided in communities. NC <b>7.03</b> Describe different types of employment and ways people earn an income. NC <b>7.04</b> Identify the sources and use of revenue in the community. NC <b>7.05</b> Analyze the changing uses of a community's economic resources and predict future changes. NC <b>7.06</b> Encourage acts of charity in a community. IF
<b>Competency Goal 8</b>	<b>The learner will recognize how technology is used at home, school, and in the community. NC</b>
	<b>Objectives</b> <b>8.01</b> Identify uses of technology in communities. NC <b>8.02</b> Explain how technology has affected the world in which we live. NC <b>8.03</b> Interpret data on charts and graphs and make predictions. NC <b>8.04</b> Discover and use Biblical references. IF

## Third Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<b>Objectives</b> <b>1.01</b> Read for literal meaning. NC <b>1.02</b> Summarize to select main ideas. NC <b>1.03</b> Draw inferences. NC <b>1.04</b> Detect cause and effect. NC <b>1.05</b> Recognize bias and propaganda. NC <b>1.06</b> Recognize and use social studies terms in written and oral reports. NC <b>1.07</b> Distinguish fact and fiction. NC <b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b> <b>2.01</b> Use appropriate sources of information. NC <b>2.02</b> Explore print and non-print materials. NC <b>2.03</b> Utilize different types of technology. NC <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and

	<p>statistical to written. NC</p> <p><b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC</p>
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<p><b>Objectives</b></p> <p><b>3.01</b> Use map and globe reading skills. NC</p> <p><b>3.02</b> Interpret graphs and charts. NC</p> <p><b>3.03</b> Detect bias. NC</p> <p><b>3.04</b> Interpret social and political messages of cartoons. NC</p> <p><b>3.05</b> Interpret history through artifacts, arts, and media. NC</p> <p><b>3.06</b> Develop Christian character by working with others. IF</p>
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Use hypothetical reasoning processes. NC</p> <p><b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC</p> <p><b>4.03</b> Recognize and analyze values upon which judgments are made. NC</p> <p><b>4.04</b> Apply conflict resolutions. NC</p> <p><b>4.05</b> Develop Christian character by working with others. IF</p> <p><b>4.06</b> Predict possible outcomes. NC</p> <p><b>4.07</b> Draw conclusions. NC</p> <p><b>4.08</b> Offer solutions. NC</p> <p><b>4.09</b> Develop hypotheses. NC</p>
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC</p> <p><b>5.02</b> Create and modify a database for class assignments. NC</p> <p><b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC</p> <p><b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC</p>

**SOCIAL STUDIES :: 2006 :: THIRD GRADE CITIZENSHIP: PEOPLE MAKING A DIFFERENCE  
THIRD GRADE CITIZENSHIP: PEOPLE MAKING A DIFFERENCE**

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

<b>Competency Goal 1</b>	<b>The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments. NC</b>
	<b>Objectives</b> <b>1.01</b> Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community. NC <b>1.02</b> Encourage acts of charity in the community. IF <b>1.03</b> Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship. NC <b>1.04</b> Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting. NC <b>1.05</b> Explain the need for leaders in communities and describe their roles and responsibilities. NC <b>1.06</b> Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior. NC <b>1.07</b> Identify selected personalities associated with major holidays, religious, and cultural celebrations. NC & IF
<b>Competency Goal 2</b>	<b>The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities. NC</b>
	<b>Objectives</b> <b>2.01</b> Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world. NC <b>2.02</b> Analyze similarities and differences among families in different times and in different places. (Include Bible stories) NC & IF <b>2.03</b> Describe similarities and differences among communities in different times and in different places. NC
<b>Competency Goal 3</b>	<b>The learner will examine how individuals can initiate change in families, neighborhoods, and communities. NC</b>
	<b>Objectives</b> <b>3.01</b> Analyze changes, which have occurred in communities past and present. NC <b>3.02</b> Describe how individuals, events, and ideas change over time. NC <b>3.03</b> Compare and contrast the family structure and the roles of its members over time. NC <b>3.04</b> Recognize and encourage Christian values within families. IF
<b>Competency Goal 4</b>	<b>The learner will explain geographic concepts and the relationship between people and geography in real life situations. NC</b>
	<b>Objectives</b> <b>4.01</b> Distinguish between various types of maps and globes. NC <b>4.02</b> Use appropriate source maps to locate communities. NC <b>4.03</b> Use geographic terminology to describe and explain variations in the physical environment as communities. NC <b>4.04</b> Compare how people in different communities adapt to or modify the physical environment to meet their needs. NC
<b>Competency Goal 5</b>	<b>The learner will apply basic economic principles to the study of communities. NC</b>

	<p><b>Objectives</b></p> <p><b>5.01</b> Define and identify examples of scarcity. NC</p> <p><b>5.02</b> Explain the impact of scarcity on the production, distribution, and consumption of goods and services. NC</p> <p><b>5.03</b> Apply concepts of specialization and division of labor to the local community. NC</p> <p><b>5.04</b> Compare and contrast the division of labor in local and global communities. NC</p> <p><b>5.05</b> Distinguish and analyze the economic resources within communities. NC</p> <p><b>5.06</b> Recognize and explain reasons for economic interdependence of communities. NC</p> <p><b>5.07</b> Identify the affect of charitable acts and giving within a community. IF</p> <p><b>5.08</b> Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions. NC</p>
<b>Competency Goal 6</b>	<b>The learner will recognize how technology is used at home, school, and in the community. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Describe and assess ways in which technology is used in a community's economy. NC</p> <p><b>6.02</b> Identify and describe contributions made by community leaders in technology. NC</p> <p><b>6.03</b> Identify the impact of technological change on communities around the world. NC</p>
<b>Competency Goal 7</b>	<b>The learner will analyze the role of real and fictional heroes in shaping the culture of communities. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Identify the deeds of local and global leaders. NC</p> <p><b>7.02</b> Assess the heroic deeds of characters from folktales and legends. NC</p> <p><b>7.03</b> Explore the role of selected fictional characters in creating new communities. NC</p> <p><b>7.04</b> Examine the role of Christian leaders. IF</p>

## Fourth Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Read for literal meaning. NC</p> <p><b>1.02</b> Summarize to select main ideas. NC</p> <p><b>1.03</b> Draw inferences. NC</p> <p><b>1.04</b> Detect cause and effect. NC</p> <p><b>1.05</b> Recognize bias and propaganda. NC</p> <p><b>1.06</b> Recognize and use social studies terms in written and oral reports. NC</p>

	<p><b>1.07</b> Distinguish fact and fiction. NC</p> <p><b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC</p>
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Use appropriate sources of information. NC</p> <p><b>2.02</b> Explore print and non-print materials. NC</p> <p><b>2.03</b> Utilize different types of technology. NC</p> <p><b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC</p> <p><b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC</p> <p><b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC</p>
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<p><b>Objectives</b></p> <p><b>3.01</b> Use map and globe reading skills. NC</p> <p><b>3.02</b> Interpret graphs and charts. NC</p> <p><b>3.03</b> Detect bias. NC</p> <p><b>3.04</b> Interpret social and political messages of cartoons. NC</p> <p><b>3.05</b> Interpret history through artifacts, arts, and media. NC</p> <p><b>3.06</b> Develop Christian character by working with others. IF</p>
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Use hypothetical reasoning processes. NC</p> <p><b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC</p> <p><b>4.03</b> Recognize and analyze values upon which judgments are made. NC</p> <p><b>4.04</b> Apply conflict resolutions. NC</p> <p><b>4.05</b> Develop Christian character by working with others. IF</p> <p><b>4.06</b> Predict possible outcomes. NC</p> <p><b>4.07</b> Draw conclusions. NC</p> <p><b>4.08</b> Offer solutions. NC</p> <p><b>4.09</b> Develop hypotheses. NC</p>
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC</p> <p><b>5.02</b> Create and modify a database for class assignments. NC</p> <p><b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC</p> <p><b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC</p>

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, religious, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

<b>Competency Goal 1</b>	<b>The learner will apply the five themes of geography to North Carolina and its people. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina. NC</p> <p><b>1.02</b> Describe and compare physical and cultural characteristics of the regions. NC</p> <p><b>1.03</b> Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms. NC</p> <p><b>1.04</b> Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present. NC</p> <p><b>1.05</b> Assess human movement as it relates to the physical environment. NC</p>
<b>Competency Goal 2</b>	<b>The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Locate and describe American Indians in North Carolina, past and present. NC</p> <p><b>2.02</b> Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.. NC</p> <p><b>2.03</b> Describe the similarities and differences among people of North Carolina, past and present. NC</p> <p><b>2.04</b> Describe how different ethnic groups have influenced culture, customs, religion, and history of North Carolina. NC</p>
<b>Competency Goal 3</b>	<b>The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas. NC</b>
	<p><b>Objectives</b></p> <p><b>3.01</b> Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social. NC</p> <p><b>3.02</b> Identify people, symbols, events, and documents associated with North Carolina's history. NC</p> <p><b>3.03</b> Create your individual history by preparing a family tree and comparing it to the colonization of North Carolina. LL</p> <p><b>3.04</b> Examine the Lost Colony and explain its importance in the settlement of North Carolina. NC</p> <p><b>3.05</b> Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today. NC</p> <p><b>3.06</b> Describe the political and social history of colonial North Carolina and analyze its influence on the state today. NC</p>
<b>Competency Goal 4</b>	<b>The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina. NC</p> <p><b>4.02</b> Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs. NC</p>

	<p><b>4.03</b> Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs. NC</p> <p><b>4.04</b> Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level. NC</p> <p><b>4.05</b> Identify and assess the role of prominent persons in North Carolina, past and present. NC</p> <p><b>4.06</b> Describe the necessity of Christian's participation. IF</p>
<b>Competency Goal 5</b>	<b>The learner will examine the impact of various cultural groups on North Carolina. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Explain different celebrated holidays, special days, and cultural traditions (including religious) in North Carolina communities. NC &amp; IF</p> <p><b>5.02</b> Describe traditional art, music, and craft forms in North Carolina. NC</p> <p><b>5.03</b> Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance. NC</p>
<b>Competency Goal 6</b>	<b>The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Explain the relationship between unlimited wants and limited resources. NC</p> <p><b>6.02</b> Analyze the choices and opportunity cost involved in economic decisions. NC</p> <p><b>6.03</b> Encourage acts of charity in the community IF</p> <p><b>6.04</b> Explore the benefits derived from charitable actions and giving IF</p> <p><b>6.05</b> Categorize the state's resources as natural, human, or capital. NC</p> <p><b>6.06</b> Assess how the state's natural resources are being used. NC</p> <p><b>6.07</b> Recognize that money can be used for spending, saving, giving, and paying taxes. NC &amp; IF</p> <p><b>6.08</b> Analyze the relationship between government services and taxes. NC</p> <p><b>6.09</b> Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence. NC</p> <p><b>6.10</b> Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations. NC</p>
<b>Competency Goal 7</b>	<b>The learner will recognize how technology influences change within North Carolina. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Cite examples from North Carolina's history of the impact of technology. NC</p> <p><b>7.02</b> Analyze the effect of technology on North Carolina's citizens, past and present. NC</p> <p><b>7.03</b> Explain how technology changed and influenced the movement of people, goods, and ideas over time. NC</p> <p><b>7.04</b> Analyze the effect of technology on North Carolina citizens today. NC</p> <p><b>7.05</b> Identify the advantages and disadvantages of technology in the lives of North Carolinians. NC</p> <p><b>7.06</b> Evaluate the use of technology in today's churches in North Carolina. IF</p>

## Fifth Grade

### **SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

#### **SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<b>Objectives</b> <b>1.01</b> Read for literal meaning. NC <b>1.02</b> Summarize to select main ideas. NC <b>1.03</b> Draw inferences. NC <b>1.04</b> Detect cause and effect. NC <b>1.05</b> Recognize bias and propaganda. NC <b>1.06</b> Recognize and use social studies terms in written and oral reports. NC <b>1.07</b> Distinguish fact and fiction. NC <b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b> <b>2.01</b> Use appropriate sources of information. NC <b>2.02</b> Explore print and non-print materials. NC <b>2.03</b> Utilize different types of technology. NC <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC <b>4.03</b> Recognize and analyze values upon which judgments are made. NC <b>4.04</b> Apply conflict resolutions. NC <b>4.05</b> Develop Christian character by working with others. IF <b>4.06</b> Predict possible outcomes. NC <b>4.07</b> Draw conclusions. NC <b>4.08</b> Offer solutions. NC <b>4.09</b> Develop hypotheses. NC
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>

	<p><b>Objectives</b></p> <p><b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC</p> <p><b>5.02</b> Create and modify a database for class assignments. NC</p> <p><b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC</p> <p><b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC</p>
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**SOCIAL STUDIES :: 2006 :: FIFTH GRADE UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA**

**FIFTH GRADE UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA**

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, religious, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

<b>Competency Goal 1</b>	<b>The learner will apply key geographic concepts to the United States and other countries of North America. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> 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. NC</p> <p><b>1.02</b> Analyze how absolute and relative location influence ways of living in the United States and other countries of North America. NC</p> <p><b>1.03</b> Compare and contrast the physical and cultural characteristics of regions within the United States. NC</p> <p><b>1.04</b> Acknowledge natural resources as gifts from God NC &amp; IF</p> <p><b>1.05</b> Describe the economic and social differences between developed and developing regions in North America. NC</p> <p><b>1.06</b> Explain how and why population distribution differs within and between countries of North America. NC</p> <p><b>1.07</b> Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment. NC</p> <p><b>1.08</b> Acknowledge and appreciate God's work in creation IF</p>
<b>Competency Goal 2</b>	<b>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. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Analyze major documents that formed the foundations of the American idea of constitutional government. NC</p> <p><b>2.02</b> Identify the importance of the Bible as a framework by our founding fathers IF</p> <p><b>2.03</b> 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. NC</p> <p><b>2.04</b> Recognize how the United States government has changed over time. NC</p> <p><b>2.05</b> Assess the role of political parties in society. NC</p> <p><b>2.06</b> Explain the role of public, private, and Christian education in the United States. NC &amp; IF</p> <p><b>2.09</b> Describe the different types of families and compare and contrast the role the family and churches play in the societal structures of the United States. NC &amp; IF</p>

<b>Competency Goal 3</b>	<b>The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries. NC</b>
	<p><b>Objectives</b></p> <p><b>3.01</b> Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States. NC</p> <p><b>3.02</b> Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States. NC</p> <p><b>3.03</b> Identify examples of cultural interaction within and among the regions of the United States. NC</p> <p><b>3.04</b> Hypothesize how the differences and similarities among people have produced diverse American cultures. NC</p> <p><b>3.05</b> Describe the religious and ethnic impact of settlement on different regions of the United States. NC</p> <p><b>3.06</b> 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. NC</p>
<b>Competency Goal 4</b>	<b>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. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Define the role of an historian and explain the importance of studying history. NC</p> <p><b>4.02</b> Explain when, where, why, and how groups of people settled in different regions of the United States. NC</p> <p><b>4.03</b> Describe the contributions of people of diverse cultures and religions throughout the history of the United States. NC</p> <p><b>4.04</b> 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. NC</p> <p><b>4.05</b> Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War. NC &amp; JQ</p> <p><b>4.06</b> 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 (including Christians). NC &amp; IF</p> <p><b>4.07</b> Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America. NC</p> <p><b>4.08</b> 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. NC</p>
<b>Competency Goal 5</b>	<b>The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability. NC</p> <p><b>5.02</b> Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors. NC</p> <p><b>5.03</b> Assess economic institutions in terms of how well they enable people to meet their needs. NC</p> <p><b>5.04</b> 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. NC</p> <p><b>5.05</b> Evaluate the influence of discoveries, inventions, and innovations on economic interdependence. NC</p> <p><b>5.06</b> 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. NC</p> <p><b>5.07</b> Encourage charitable acts within the community. IF</p> <p><b>5.08</b> Identify the effects of charitable acts and giving within a community IF</p> <p><b>5.09</b> Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption. NC</p> <p><b>5.10</b> Cite examples of surplus and scarcity in the American market and explain the</p>

	economic effects. NC
<b>Competency Goal 6</b>	<b>The learner will recognize how technology has influenced change within the United States and other countries in North America. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer. NC</p> <p><b>6.02</b> 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. NC</p> <p><b>6.03</b> Forecast how technology can be managed to have the greatest number of people enjoy the benefits. NC</p> <p><b>6.04</b> 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. NC</p> <p><b>6.05</b> Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America. NC</p> <p><b>6.06</b> Predict future trends in technology management that will benefit the greatest number of people. NC</p>

## Sixth Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Read for literal meaning. NC</p> <p><b>1.02</b> Summarize to select main ideas. NC</p> <p><b>1.03</b> Draw inferences. NC</p> <p><b>1.04</b> Detect cause and effect. NC</p> <p><b>1.05</b> Recognize bias and propaganda. NC</p> <p><b>1.06</b> Recognize and use social studies terms in written and oral reports. NC</p> <p><b>1.07</b> Distinguish fact and fiction. NC</p> <p><b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC</p>
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<b>Objectives</b>

	<p><b>2.01</b> Use appropriate sources of information. NC  <b>2.02</b> Explore print and non-print materials. NC  <b>2.03</b> Utilize different types of technology. NC  <b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC  <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC  <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC</p>
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<p><b>Objectives</b>  <b>3.01</b> Use map and globe reading skills. NC  <b>3.02</b> Interpret graphs and charts. NC  <b>3.03</b> Detect bias. NC  <b>3.04</b> Interpret social and political messages of cartoons. NC  <b>3.05</b> Interpret history through artifacts, arts, and media. NC  <b>3.06</b> Develop Christian character by working with others. IF</p>
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<p><b>Objectives</b>  <b>4.01</b> Use hypothetical reasoning processes. NC  <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC  <b>4.03</b> Recognize and analyze values upon which judgments are made. NC  <b>4.04</b> Apply conflict resolutions. NC  <b>4.05</b> Develop Christian character by working with others. IF  <b>4.06</b> Predict possible outcomes. NC  <b>4.07</b> Draw conclusions. NC  <b>4.08</b> Offer solutions. NC  <b>4.09</b> Develop hypotheses. NC</p>
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<p><b>Objectives</b>  <b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC  <b>5.02</b> Create and modify a database for class assignments. NC  <b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC  <b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC</p>

**SOCIAL STUDIES :: 2006 :: SIXTH GRADE SOUTH AMERICA AND EUROPE  
SIXTH GRADE SOUTH AMERICA AND EUROPE**

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of North Carolina and the United States by considering, comparing, and connecting those studies to the study of South America and Europe, including Russia. As students examine social, economic, religious, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

<p><b>Competency Goal 1</b></p>	<p><b>The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts. NC</b></p>
	<p><b>Objectives</b>  <b>1.01</b> Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe. NC  <b>1.02</b> Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections. NC  <b>1.03</b> Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them. NC</p>
<p><b>Competency Goal 2</b></p>	<p><b>The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of South America and Europe. NC</b></p>
	<p><b>Objectives</b>  <b>2.01</b> Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions. NC  <b>2.02</b> Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment. NC  <b>2.03</b> Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe. NC  <b>2.04</b> Acknowledge and appreciate God’s role in creation IF</p>
<p><b>Competency Goal 3</b></p>	<p><b>The learner will analyze the impact of interactions between humans and their physical environments in South America and Europe. NC</b></p>
	<p><b>Objectives</b>  <b>3.01</b> Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions. NC  <b>3.02</b> Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community. NC  <b>3.03</b> Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment. NC  <b>3.04</b> Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth’s surface and analyze their effects on human activities. NC  <b>3.05</b> Identify and state how natural and human resources are used within the community to care for God’s world. IF</p>
<p><b>Competency Goal 4</b></p>	<p><b>The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe. NC</b></p>
	<p><b>Objectives</b>  <b>4.01</b> Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, religious, and social development of selected societies and regions. NC &amp; IF  <b>4.02</b> Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic, political and social development of cultures and regions. NC  <b>4.03</b> Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe. NC &amp; IF</p>

<b>Competency Goal 5</b>	<b>The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe. NC</p> <p><b>5.02</b> Examine the different economic systems, (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs. NC</p> <p><b>5.03</b> Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of South America and Europe. NC</p> <p><b>5.04</b> Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns. NC</p>
<b>Competency Goal 6</b>	<b>The learner will recognize the relationship between economic activity and the quality of life in South America and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy. NC</p> <p><b>6.02</b> Examine the influence of education and technology on productivity and economic development in selected nations and regions of South America and Europe. NC</p> <p><b>6.03</b> Describe the effects of over-specialization and assess their impact on the standard of living. NC</p>
<b>Competency Goal 7</b>	<b>The learner will assess connections between historical events and contemporary issues. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues. NC</p> <p><b>7.02</b> Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, religious, and social institutions. NC &amp; IF</p>
<b>Competency Goal 8</b>	<b>The learner will assess the influence and contributions of individuals and cultural groups in South America and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>8.01</b> Describe the role of key historical and religious figures and evaluate their impact on past and present societies in South America and Europe. NC &amp; IF</p> <p><b>8.02</b> Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe. NC</p> <p><b>8.03</b> Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present. NC</p>
<b>Competency Goal 9</b>	<b>The learner will analyze the different forms of government developed in South America and Europe. NC</b>

	<p><b>Objectives</b></p> <p><b>9.01</b> Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems. NC</p> <p><b>9.02</b> Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each. NC</p> <p><b>9.03</b> Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations. NC</p> <p><b>9.04</b> Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each. NC</p>
<b>Competency Goal 10</b>	<b>The learner will compare the rights and civic responsibilities of individuals in political structures in South America and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>10.01</b> Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time. NC</p> <p><b>10.02</b> Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures. NC</p> <p><b>10.03</b> Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States. NC</p> <p><b>10.04</b> Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare. NC</p>
<b>Competency Goal 11</b>	<b>The learner will recognize the common characteristics of different cultures in South America and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>11.01</b> Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies. NC</p> <p><b>11.02</b> Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses. NC</p> <p><b>11.03</b> Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences. NC</p> <p><b>11.04</b> Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture. NC</p>
<b>Competency Goal 12</b>	<b>The learner will assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>12.01</b> Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions. NC</p> <p><b>12.02</b> Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture. NC</p> <p><b>12.03</b> Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe. NC</p> <p><b>12.04</b> Explain how Bible events have been depicted in South America and Europe</p>

	throughout history. IF
<b>Competency Goal 13</b>	<b>The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, South America, and Europe. NC</b>
	<p><b>Objectives</b></p> <p><b>13.01</b> Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities. NC</p> <p><b>13.02</b> Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic. NC</p> <p><b>13.03</b> Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures. NC</p>

## Seventh Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Read for literal meaning. NC</p> <p><b>1.02</b> Summarize to select main ideas. NC</p> <p><b>1.03</b> Draw inferences. NC</p> <p><b>1.04</b> Detect cause and effect. NC</p> <p><b>1.05</b> Recognize bias and propaganda. NC</p> <p><b>1.06</b> Recognize and use social studies terms in written and oral reports. NC</p> <p><b>1.07</b> Distinguish fact and fiction. NC</p> <p><b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC</p>
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Use appropriate sources of information. NC</p> <p><b>2.02</b> Explore print and non-print materials. NC</p> <p><b>2.03</b> Utilize different types of technology. NC</p> <p><b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and</p>

	interviews. NC <b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC <b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC
<b>Skills Competency Goal 3</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC <b>4.03</b> Recognize and analyze values upon which judgments are made. NC <b>4.04</b> Apply conflict resolutions. NC <b>4.05</b> Develop Christian character by working with others. IF <b>4.06</b> Predict possible outcomes. NC <b>4.07</b> Draw conclusions. NC <b>4.08</b> Offer solutions. NC <b>4.09</b> Develop hypotheses. NC
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<b>Objectives</b> <b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC <b>5.02</b> Create and modify a database for class assignments. NC <b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC <b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC

**SOCIAL STUDIES :: 2006 :: SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA**  
**SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA**

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

<b>Competency Goal 1</b>	<b>The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia. NC</p> <p><b>1.02</b> Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections. NC</p> <p><b>1.03</b> Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences. NC</p>
<b>Competency Goal 2</b>	<b>The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected African, Asian and Australian regions. NC</p> <p><b>2.02</b> Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment. NC</p> <p><b>2.03</b> Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia. NC</p> <p><b>2.04</b> Acknowledge and appreciate God's role in creation IF</p>
<b>Competency Goal 3</b>	<b>The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>3.01</b> Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions. NC</p> <p><b>3.02</b> Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community. NC</p> <p><b>3.03</b> Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment. NC</p> <p><b>3.04</b> Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities. NC</p> <p><b>3.05</b> Identify and state how natural and human resources are used within the community to care for God's world. IF</p>
<b>Competency Goal 4</b>	<b>The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, religious, and social development of selected societies and regions. NC &amp; IF</p> <p><b>4.02</b> Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions. NC</p> <p><b>4.03</b> Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia. NC</p>
<b>Competency Goal 5</b>	<b>The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources. NC</b>

	<p><b>Objectives</b></p> <p><b>5.01</b> Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia. NC</p> <p><b>5.02</b> Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs. NC</p> <p><b>5.03</b> Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia. NC</p> <p><b>5.04</b> Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns. NC</p>
<b>Competency Goal 6</b>	<b>The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy. NC</p> <p><b>6.02</b> Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia. NC</p> <p><b>6.03</b> Describe the effects of over-specialization and evaluate their impact on the standard of living. NC</p>
<b>Competency Goal 7</b>	<b>The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>7.01</b> Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues. NC</p> <p><b>7.02</b> Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, religious, and social institutions. NC</p>
<b>Competency Goal 8</b>	<b>The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>8.01</b> Describe the role of key historical and religious figures and evaluate their impact on past and present societies in Africa, Asia, and Australia. NC</p> <p><b>8.02</b> Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia. NC</p> <p><b>8.03</b> Identify major discoveries, innovations, and inventions and assess their influence on societies past and present. NC</p>
<b>Competency Goal 9</b>	<b>The learner will analyze the different forms of government developed in Africa, Asia, and Australia. NC</b>

	<p><b>Objectives</b></p> <p><b>9.01</b> Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems. NC</p> <p><b>9.02</b> Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each. NC</p> <p><b>9.03</b> Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations. NC</p> <p><b>9.04</b> Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each. NC</p> <p><b>9.05</b> Compare the strengths and weaknesses of the governments in Africa, Asia, and Australia with that of the United States. TS</p> <p><b>9.06</b> Compare the governments and laws of Africa, Asia and Australia with God’s Law as found in the Ten Commandments. IF</p>
<b>Competency Goal 10</b>	<b>The learner will compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>10.01</b> Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time. NC</p> <p><b>10.02</b> Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures. NC</p> <p><b>10.03</b> Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States. NC</p> <p><b>10.04</b> Examine the rights, roles, and status of individuals in selected cultures of Africa, Asia, and Australia, and assess their importance in relation to the general welfare. NC</p>
<b>Competency Goal 11</b>	<b>The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>11.01</b> Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies. NC</p> <p><b>11.02</b> Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses. NC</p> <p><b>11.03</b> Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences. NC</p> <p><b>11.04</b> Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture. NC</p>
<b>Competency Goal 12</b>	<b>The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>12.01</b> Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions. NC</p> <p><b>12.02</b> Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture. NC</p> <p><b>12.03</b> Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia. NC</p>

<b>Competency Goal 13</b>	<b>The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia. NC</b>
	<p><b>Objectives</b></p> <p><b>13.01</b> Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities. NC</p> <p><b>13.02</b> Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic. NC</p> <p><b>13.03</b> Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia, and assess the effects on local, state, regional, and national economies and cultures. NC</p>

## Eighth Grade

### SOCIAL STUDIES :: 2006 :: SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

#### SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed, Christian citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

<b>Skill Competency Goal 1</b>	<b>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. NC</b>
	<p><b>Objectives</b></p> <p><b>1.01</b> Read for literal meaning. NC</p> <p><b>1.02</b> Summarize to select main ideas. NC</p> <p><b>1.03</b> Draw inferences. NC</p> <p><b>1.04</b> Detect cause and effect. NC</p> <p><b>1.05</b> Recognize bias and propaganda. NC</p> <p><b>1.06</b> Recognize and use social studies terms in written and oral reports. NC</p> <p><b>1.07</b> Distinguish fact and fiction. NC</p> <p><b>1.08</b> Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning. NC</p>
<b>Skill Competency Goal 2</b>	<b>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. NC</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Use appropriate sources of information. NC</p> <p><b>2.02</b> Explore print and non-print materials. NC</p> <p><b>2.03</b> Utilize different types of technology. NC</p> <p><b>2.04</b> Utilize community-related resources such as field trips, guest speakers, and interviews. NC</p> <p><b>2.05</b> Transfer information from one medium to another such as written to visual and statistical to written. NC</p> <p><b>2.06</b> Create written, oral, musical, visual, and theatrical presentations of social studies information. NC</p>
<b>Skills</b>	<b>The learner will acquire strategies to analyze, interpret, create, and use resources</b>

<b>Competency Goal 3</b>	<b>and materials in a Christian manner. NC &amp; IF</b>
	<b>Objectives</b> <b>3.01</b> Use map and globe reading skills. NC <b>3.02</b> Interpret graphs and charts. NC <b>3.03</b> Detect bias. NC <b>3.04</b> Interpret social and political messages of cartoons. NC <b>3.05</b> Interpret history through artifacts, arts, and media. NC <b>3.06</b> Develop Christian character by working with others. IF
<b>Skill Competency Goal 4</b>	<b>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. NC</b>
	<b>Objectives</b> <b>4.01</b> Use hypothetical reasoning processes. NC <b>4.02</b> Examine, understand, and evaluate conflicting viewpoints. NC <b>4.03</b> Recognize and analyze values upon which judgments are made. NC <b>4.04</b> Apply conflict resolutions. NC <b>4.05</b> Develop Christian character by working with others. IF <b>4.06</b> Predict possible outcomes. NC <b>4.07</b> Draw conclusions. NC <b>4.08</b> Offer solutions. NC <b>4.09</b> Develop hypotheses. NC
<b>Skill Competency Goal 5</b>	<b>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. NC</b>
	<b>Objectives</b> <b>5.01</b> Use word processing to create, format, and produce classroom assignments/projects. NC <b>5.02</b> Create and modify a database for class assignments. NC <b>5.03</b> Create, modify, and use spreadsheets to examine real-world problems. NC <b>5.04</b> Create nonlinear projects related to the social studies content area via multimedia presentations. NC

## **EIGHTH GRADE UNITED STATES HISTORY**

The study of United States History in the eighth grade is designed as a survey course and a continuation of the Civics and Economics curriculum. After the study of Civics and Economics, this survey course will begin with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship of Earth and Heaven, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

### **PH = Prentice Hall American Nation**

<b>Competency Goal 1</b>	<b>The First Americans (Prehistory to 1600) The learner will identify and investigate early American cultures and Geographic influence. PH</b>
	<b>Objectives</b> <b>1.01</b> Compare the cultures and languages of different North American people. PH <b>1.02</b> Identify the main achievements of the Aztec, Mayan and Inca Civilizations PH <b>1.03</b> Explain the role religion played in the lives of Native Americans. PH & IF

<b>Competency Goal 2</b>	<b>Early Exploration of the Americas (1100-1700) The learner will identify and investigate explorers, explorations, and the first permanent settlements. PH</b>
	<p><b>Objectives</b></p> <p><b>2.01</b> Explain why Europeans were looking for a new sea route PH</p> <p><b>2.02</b> Identify how the arrival of European explorers affected Native Americans. PH</p> <p><b>2.03</b> Describe and locate the first European colonies in the new world (Jamestown, Plymouth) PH</p> <p><b>2.04</b> Analyze the role of missionaries, Native Americans, and Africans in exploration and the creation of settlements PH &amp; IF</p>
<b>Competency Goal 3</b>	<b>The Thirteen Colonies (1630-1750) The learner will identify and explain the founding, government, religion, and culture of the thirteen American Colonies. PH</b>
	<p><b>Objectives</b> (See also 19 &amp; 20, p79 IF)</p> <p><b>3.01</b> Identify the major impetus of The New England Colonies. PH</p> <p><b>3.02</b> Analyze the reason behind the formation of The Middle Colonies. PH</p> <p><b>3.03</b> Describe the two ways of life in The Southern Colonies. PH</p>
<b>Competency Goal 4</b>	<b>The American Revolution (1745-1788) The learner will explore events leading to, during and immediately following the Revolutionary War. PH</b>
	<p><b>Objectives</b></p> <p><b>4.01</b> Explain why the British and French went to war in North America and the advantages and disadvantages of each PH</p> <p><b>4.02</b> Describe how colonists protested British taxation PH</p> <p><b>4.03</b> Explain why fighting broke out at Lexington and Concord and explain the advantages of each side PH</p> <p><b>4.05</b> Summarize the main ideas of the Declaration of Independence (See 10 on p 77 of Integrating the Faith) PH &amp; IF</p> <p><b>4.06</b> Describe the defeats and hardships the American colonist faced PH</p> <p><b>4.07</b> Analyze the role women and African Americans provided to the American Revolution PH</p> <p><b>4.08</b> Explain how the Americans began to win battles PH</p> <p><b>4.09</b> Describe the Treaty of Paris PH</p>
<b>Competency Goal 5</b>	<b>The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic. NC</b>
	<p><b>Objectives</b></p> <p><b>5.01</b> Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period. NC</p> <p><b>5.02</b> 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. NC</p> <p><b>5.03</b> Assess commercial and diplomatic relationships with Britain, France, and other nations. NC</p>
<b>Competency Goal 6</b>	<b>Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, Christianity, and sectionalism. NC</b>
	<p><b>Objectives</b></p> <p><b>6.01</b> Analyze the effects of territorial expansion and the admission of new states to the Union. NC</p> <p><b>6.02</b> Describe how the growth of nationalism and sectionalism were reflected in religion, art, literature, and language. NC</p> <p><b>6.03</b> Distinguish between the economic and social issues that led to sectionalism and nationalism. NC</p> <p><b>6.04</b> Assess political events, issues, and personalities that contributed to sectionalism and nationalism. NC</p> <p><b>6.05</b> Identify the major reform movements and evaluate their effectiveness.</p> <p><b>6.06</b> Evaluate the role of religion in the debate over slavery and other social movements and issues. NC</p>

<b>Competency Goal 7</b>	<b>Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation. NC</b>
	<p><b>Objectives</b> (See also p78 in IF)</p> <p><b>7.01</b> Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War. NC</p> <p><b>7.02</b> Analyze and assess the causes of the Civil War. NC</p> <p><b>7.03</b> Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict. NC</p> <p><b>7.04</b> Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end. NC</p> <p><b>7.05</b> Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government. NC</p>
<b>Competency Goal 8</b>	<b>The Great West and the Rise of the Debtor (1860s-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation. NC</b>
	<p><b>Objectives</b> (See also 22 on p79 in IF)</p> <p><b>8.01</b> Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced. NC</p> <p><b>8.02</b> Evaluate the impact that settlement in the West had upon different groups of people and the environment. NC</p> <p><b>8.03</b> Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism. NC</p> <p><b>8.04</b> Describe innovations in agricultural technology and business practices and assess their impact on the West. NC</p>
<b>Competency Goal 9</b>	<b>Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, religious, and social life in America. NC</b>
	<p><b>Objectives</b></p> <p><b>9.01</b> Evaluate the influence of immigration and rapid industrialization on urban life. NC</p> <p><b>9.02</b> Explain how business and industrial leaders accumulated wealth and wielded political and economic power. NC</p> <p><b>9.03</b> Assess the impact of labor unions on industry and the lives of workers. NC</p> <p><b>9.04</b> Describe the changing role of government in economic and political affairs. NC</p>
<b>Competency Goal 10</b>	<b>The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power. NC</b>
	<p><b>Objectives</b></p> <p><b>10.01</b> Examine the factors that led to the United States taking an increasingly active role in world affairs. NC</p> <p><b>10.02</b> Identify the areas of United States military, economic, and political involvement and influence. NC</p> <p><b>10.03</b> Describe how the policies and actions of the United States government impacted the affairs of other countries. NC</p>
<b>Competency Goal 11</b>	<b>The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period. NC</b>

	<p><b>Objectives</b>  <b>11.01</b> Explain the conditions that led to the rise of Progressivism. NC  <b>11.02</b> Analyze how different groups of Americans made economic and political gains in the Progressive Period. NC  <b>11.03</b> Evaluate the effects of racial segregation on different regions and segments of the United States' society. NC  <b>11.04</b> Examine the impact of technological changes on economic, social, and cultural life in the United States. NC</p>
<b>Competency Goal 12</b>	<b>The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920's. NC</b>
	<p><b>Objectives</b>  <b>12.01</b> Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved. NC  <b>12.02</b> Identify political and military turning points of the war and determine their significance to the outcome of the conflict. NC  <b>12.03</b> Assess the political, economic, social, and cultural effects of the war on the United States and other nations. NC</p>
<b>Competency Goal 13</b>	<b>Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties." NC</b>
	<p><b>Objectives</b> (See also 18 on p79 of IF)  <b>13.01</b> Elaborate on the cycle of economic boom and bust in the 1920's and 1930's. NC  <b>13.02</b> Analyze the extent of prosperity for different segments of society during this period. NC  <b>13.03</b> Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States. NC  <b>13.04</b> Describe challenges to traditional practices in religion, race, and gender. NC  <b>13.05</b> Assess the impact of New Deal reforms in enlarging the role of the federal government in American life. NC</p>
<b>Competency Goal 14</b>	<b>World War II and the Beginning of the Cold War (1930s-1963) - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades. NC</b>
	<p><b>Objectives</b>  <b>14.01</b> Elaborate on the causes of World War II and reasons for United States entry into the war. NC  <b>14.02</b> Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict. NC  <b>14.03</b> Describe and analyze the effects of the war on American economic, social, political, and cultural life. NC  <b>14.04</b> Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War. NC  <b>14.05</b> Assess the role of organizations established to maintain peace and examine their continuing effectiveness. NC</p>
<b>Competency Goal 15</b>	<b>Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period. NC</b>

	<p><b>Objectives</b></p> <p><b>15.01</b> Describe the effects of the Cold War on economic, political, and social life in America. NC</p> <p><b>15.02</b> Trace major events of the Civil Rights Movement and evaluate its impact. NC</p> <p><b>15.03</b> Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society. NC</p> <p><b>15.04</b> Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society. NC</p> <p><b>15.05</b> Examine the impact of technological innovations that have impacted American life. NC</p> <p><b>15.06</b> Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences. NC</p>
<p><b>Competency Goal 16</b></p>	<p><b>The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period. NC</b></p>
	<p><b>Objectives</b> (See also 27 on p80 of IF)</p> <p><b>16.01</b> Summarize significant events in foreign policy since the Vietnam War. NC</p> <p><b>16.02</b> Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens. NC</p> <p><b>16.03</b> Identify and assess the impact of economic, technological, and environmental changes in the United States. NC</p> <p><b>16.04</b> Identify and assess the impact of social, political, and cultural changes in the United States. NC</p> <p><b>16.05</b> Assess the impact of growing racial and ethnic diversity in American society. NC</p> <p><b>16.06</b> Assess the impact of twenty-first century terrorist activity on American society. NC</p>