

North Carolina State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project

Utilizing the below schedule would equip a North Carolina Catholic school to provide its students with a robust formation in History, while remaining keyed-in to the State Department of Public Instruction Social Studies Standards.

N.B. This document uses content standards and numbers matched to chapters and/or page references in Catholic Textbook Project resources. For broad-topic standards, a whole chapter or range of chapters are listed, generally with examples included.

NC DPI Social Studies Standards (Fall 2021 Implementation) and descriptions	Grade	CTP Proposed Resource	Notes
United States History: "Students will examine change and continuity in United States History from pre-colonial times through the present day."	5th	<i>From Sea to Shining Sea</i>	FSSS provides excellent coverage of most listed standards and/or connection opportunities for further inquiry.
World Studies: "Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE."	6th	<i>All Ye Lands</i>	AYL covers the historical period well.
World Studies II: "[Students] will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world."	7th	<i>[Light to the Nations I or Light to the Nations II]</i>	While LTN2 is has a focus on European History and concludes prior to the contemporary period, it is a good overall fit for the 7th Grade text. An alternative course could utilize LTN1, but examples are chosen in this document from LTN2.
North Carolina and United States History: "[S]tandards for eighth grade will integrate United States History with the study of North Carolina History."	8th	<i>The American Venture</i>	TAV is a U.S. History text which satisfies most standards and can provide North Carolina History connections throughout.

Standards accessed March 28, 2024 at the following links:

<https://www.dpi.nc.gov/social-studies-5th-grade-standards-fall-2021-implementation>; <https://www.dpi.nc.gov/social-studies-6th-grade-standards-fall-2021-implementation>; <https://www.dpi.nc.gov/social-studies-7th-grade-standards-fall-2021-implementation>; <https://www.dpi.nc.gov/social-studies-8th-grade-standards-fall-2021-implementation>

5th Grade – U.S. History

“Students will examine change and continuity in United States History from pre-colonial times through the present day.”

Behavioral Sciences		<i>From Sea to Shining Sea connections</i>
5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.	5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.	Ex: Ch 20 – survey of Catholic contributions to American culture and history
	5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.	Ex: Ch 3 49–56 (the Lady of Guadalupe); Ch 5 107–108 (Wampanoag customs)
Civics and Government		<i>From Sea to Shining Sea connections</i>
5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.	5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.	Ch 9 196–198 – bridge material for further Constitutional study TRL Ch 9 – audio, visual, and literary links to assist teacher in expanding classroom study of the Constitution
	5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.	
5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.	5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.	Ex: Ch 11 232–236 (Mother Seton); Ch 22 474–475 & Ch 23 486–487, 492 (MLK Jr.); Ch 19 421–422 (Mother Jones)
	5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	Ch 9 202–203 (Bill of Rights), TRL Ch 9 (article on the Bill of Rights)

Economics

From Sea to Shining Sea connections

<p>5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.</p>	<p>5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.</p>	<p>Teacher can choose to expand on multiple episodes in U.S. History to address this standard. Ex: Ch 12 245–252 – the Louisiana purchase and the economic opportunities it presented Ex: TRL Ch 12 (Smithsonian article on the Louisiana purchase and balance of power)</p>
	<p>5.E.1.2 Compare economic decisions in terms of benefits and consequences.</p>	<p>Ch 19 412–413 – discusses the cost/benefit of allowing large industrial businesses to form monopolies</p>
	<p>5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p>	<p>Ch 19 (multiple connections available throughout); TRL Ch 19 (original sources on the American industrial revolution)</p>
	<p>5.E.1.4 Summarize the role of trade between the United States and other countries.</p>	<p>Ex: Ch 12 252–254, 265 (trade and the War of 1812)</p>
<p>5.E.2 Understand the impact of personal financial decisions.</p>	<p>5.E.2.1 Explain how personal financial decisions affect everyday life.</p>	<p>[not within scope of history text, however, possible launch points for further inquiry could include <i>TAV</i> (suggested for 8th grade) Ch 19 394–395 on 1920s consumerism, or <i>TAV</i> Ch 22 476 on personal attitudes that affected 1950s culture]</p>
	<p>5.E.2.2 Explain the importance of developing a basic budget for spending and saving.</p>	
	<p>5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.</p>	

Geography		From Sea to Shining Sea connections
5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.	5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.	Ex: TRL Ch 2 (map of global gold deposits)
	5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.	Ch 13 269–273 (slavery in different areas of the U.S.) serves as launchpoint
	5.G.1.3 Explain how technological innovation has impacted the geography of the United States.	Ex: Ch 15 313–315 (Californian cities)
	5.G.1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.	Ex: Ch 13 270 (African slave trade); Ch 15 315–317; Ch 20 431–435 (European immigration) TRL Ch 20 (immigration timeline)
History		From Sea to Shining Sea connections
5.H.1 Understand the role of various people, events, and ideas in shaping the United States.	5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States	Ex: Ch 13 272 (Phillis Wheatley); Ch 13 281 (Sequoia); Ch 12 249, 252 (Sacagawea); Ch 19 421–422 (Mother Jones); Ch 20 431–448 (Catholic Americans)
	5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.	Broad standard. Ex: Ch 19 413–415 – factory workers including immigrants and other marginalized groups
	5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.	Ex: Ch 18 – conflict surrounding Native lands/“Indian wars”
	5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.	Broad standard; supported by bulk of textbook content. Ex: Ch 16 & 17 (Civil War)
	5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.	Ex: Ch 18 399–402 (Chief Joseph) contains direct quotes from his letters within the narrative
	5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.	Ex: TRL Ch 7 (virtual tour of sites along the Freedom Trail)

6th Grade – World Studies I

“Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE.”

Behavioral Sciences

All Ye Lands connections

6.B.1 Understand ways in which culture influences civilizations.	6.B.1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe, and the Americas.	<p>Each chapter of AYL contains significant cultural connections, full-color photographs of cultural locations or artifacts, and literary connections.</p> <p>Ex: Ch 10 232 (text and photograph) – Chinese ideograms and the cultural effects of the Chinese writing system</p> <p>Ex: Ch 6 132–135 – Constantine and the effects of legalized Christianity on the Roman Empire</p>
	6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe, and the Americas.	
	6.B.1.3 Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe, and the Americas over time.	

Civics and Government

All Ye Lands connections

6.C&G.1 Understand the purpose of government and authority.	6.C&G.1.1 Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe, and the Americas.	<p>These compare/contrast standards can be approached very satisfactorily via content in all chapters of AYL. The types, effects, and expectations of governmental systems are surveyed around the globe into the 20th century.</p> <p>Ex: Ch 4 73–79 – Greek city-states and various political structures and thought</p> <p>Ex: Ch 7 159–162 – early spread of Islam and its geopolitical successes</p> <p>Ex: Ch 12 280–283 – Aryan politics in ancient India and the beliefs surrounding the caste system</p>
	6.C&G.1.2 Compare how different types of government maintain power and authority.	
	6.C&G.1.3 Compare the requirements for citizenship under various civilizations, empires, and societies.	
	6.C&G.1.4 Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.	
	6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.	
	6.C&G.1.6 Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.	

Economics		<i>All Ye Lands connections</i>
6.E.1 Understand the economic activities of civilizations prior to 1400.	6.E.1.1 Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.	Ex: Ch 10 239–240 – trade routes and the spread of Buddhism
	6.E.1.2 Explain the economic reasons for the rise and fall of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.	Ex: Ch 8 189–190 – rise of mercantilism in medieval Europe
Geography		<i>All Ye Lands connections</i>
6.G.1 Understand the geographical factors that influence human migration and settlement.	6.G.1.1 Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe, and the Americas.	Most chapters in AYL begin with a survey of the geography of the area to be studied, and multiple full-color geopolitical maps (example on Ch 8 170) expand student understanding. Ex: Ch 2 26 (inset) – glaciers and land bridges in the Old Stone Age
	6.G.1.2 Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.	Ex: Ch 8 169–172 – geography of Europe and effect on cultural formation
	6.G.1.3 Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.	Ex: Ch 14 335–338 – Westernization of Russia by Peter the Great
	6.G.1.4 Explain how societies in Africa, Asia, Europe, and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.	Ex: Ch 16 379–380 – Peruvian geography and Incan civilization
History		<i>All Ye Lands connections</i>
6.H.1 Understand the development of civilizations and societies from various perspectives.	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.	Broad description; all chapters in <i>All Ye Lands</i> will support students with this standard learning.
	6.H.1.2 Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.	Most chapters in AYL will conclude with an assessment of contemporary relevance. Ex: Ch 11 272–273 – summary of the impact of present-day Japan
	6.H.1.3 Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.	Ex: Ch 15 370–371 – American ideas about equality, human rights, and contemporary relevance

7th Grade – World Studies II

“[Students] will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world.”

Behavioral Sciences		<i>Light to the Nations II connections</i>
7.B.1 Understand how individual and group values and beliefs have influenced various cultures.	7.B.1.1 Compare major elements of culture in various modern societies around the world.	Ch 20 supports this student comparison standard
	7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.	Ch 1 28–29 Ch 5 141–142 Ch 15 443
	7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.	Ex: Ch 20 594–595
Civics and Government		<i>Light to the Nations II connections</i>
7.C&G.1 Analyze modern governmental systems in terms of conflict and change.	7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.	Broad standard widely applicable in text. Ex: Ch 6 – Rise and Fall of Jacobin France
	7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.	Ex: Ch 14 400–404 – Vittorio Emanuele and the Papal States Ex: Ch 6 151–153 – Vendee uprising
	7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.	Ex: Ch 18 522–524 – Lenin’s Cheka
	7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.	Ex: Ch 19 569–575 – 1931 Spanish political changes and effects on populace which led to civil war

Economics		<i>Light to the Nations II connections</i>
7.E.1 Understand the economic activities of modern societies and regions.	7.E.1.1 Explain the factors and conditions that contribute to the development of economic systems.	Ex: Ch 12 331–333 – the connections between poor economic conditions and political uprising in 1848
	7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.	Ex: Ch 11 308–310 – economic systems, justice, and interdependence
	7.E.1.3 Summarize the economic activity fostered by various economic systems.	Ex: Ch 11 305–308 – French thinkers and differences between socialism and a laissez-faire system
	7.E.1.4 Explain how competition for resources affects the economic relationship among nations.	Ex: Ch 19 564–565 – scarcity and effects during the Holodomor
	7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.	Ex: Ch 15 424–425 – King Leopold’s colonialization of Africa and the economic forces that motivated it
Geography		<i>Light to the Nations II connections</i>
7.G.1 Understand ways in which geographical factors influence societies.	7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.	Ex: Ch 15 421–422 – effects of German emigration to the U.S.
	7.G.1.2 Explain reasons why societies modify and adapt to the environment.	Multiple full-color maps throughout text support further connections to study of geography topics.
	7.G.1.3 Explain the influence of demographic shifts on societies using geographic tools and data.	

History

Light to the Nations II connections

7.H.1 Evaluate historical and current events from a variety of perspectives.	7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact.	Ex: Ch 15 435–436 – the assassination of Tsar Aleksandr and the end of nascent constitutionalism in Russia
	7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.	Ex: Ch 15 437 – Russian pogroms Ex: Ch 18 528–530 – the ethnic groups of Yugoslavia
	7.H.1.3 Compare individual and societal responses to globalization in various regions and societies.	While the topic of globalization extends beyond the chronological scope of <i>LTN2</i> , Ch 20 (especially 609–611) serves as a launchpoint.
	7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.	Ex: Ch 20 589–611 – conclusion of WWII
	7.H.1.5 Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.	Ex: Ch 18 530–534 – Lenin’s agenda and governmental control of minority groups

8th Grade – North Carolina and United States History

“[S]tandards for eighth grade will integrate United States History with the study of North Carolina History.”

Behavioral Sciences		<i>The American Venture connections</i>
8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.	Ex: Ch 9 171–172 – Cherokee nation and Trail of Tears
	8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.	Ex: Ch 9 157–158 – emigrants, settlers, and cultural shifts before the Second Great Awakening Ex: Ch 14 270–272 (inset) – the Church, race, and Reconstruction
Civics and Government		<i>The American Venture connections</i>
8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government.	Ch 6; Ch 3 54–55 TRL Ch 5 & 6 – multiple support focus on the founding documents and ideals contained therein
	8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.	Ex: Ch 12 230–231 – discussion of the Dred Scott decision TRL Ch 5 – slavery and the Constitution
	8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.	Ex: Ch 6 111 – North Carolina laws regarding established religion
	8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments.	Ex: Ch 15 300, Ch 20 418 – contrasting the Dawes Act and the Indian Reorganization Act
	8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.	Ex: Ch 17 341–342 – early 20th-century labor reform and workers’ rights

8.C&G.2 Evaluate the effectiveness of societal reforms.	8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.	Ex: Ch 14 267–276 – the process of abolishing slavery in post-war America
	8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.	Ex: Ch 11 203–206 – antebellum reform movements

Economics

The American Venture connections

8.E.1 Understand the economic development of North Carolina and the nation.	8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.	Ex: Ch 11 208–209 – early 19th century labor movements
	8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation.	Ch 16 – multiple examples on Industrial America TRL Ch 16
	8.E.1.3 Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.	Ex: Ch 16 325, Ch 17 340 – Mother Jones and efforts for worker recognition/unions
	8.E.1.4 Exemplify ways personal financial decision making influences the economy.	Ex: Ch 23 490–491 – the hippies' rejection of postwar materialism and consumption

Geography

The American Venture connections

8.G.1 Understand geographic factors that influence the development of North Carolina and the nation.	8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation.	While <i>TAV</i> is not a geography textbook, multiple full-color maps throughout text incorporate physical characteristics. Ex: Ch 10 185–186 – map and description of environments experienced by 19th-century pioneers
	8.G.1.2 Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.	Ex: Ch 11 195–197 – the gold rush and its effects Ex: TRL Ch 11 (map of gold rush territory); TRL Ch 1 – gold deposits globally
	8.G.1.3 Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.	Ex: Ch 20 416–417 – Dust Bowl
	8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.	Ch 15 (tribal relocation and conflict) serves as launchpoint
	8.G.1.5 Explain how geographic expansion has impacted the development of North Carolina and the nation.	Ex: Ch 10; Ch 15; Ch 4 63 (reference to NC expansion) serves as launchpoint

History	<i>The American Venture connections</i>	
8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.	Ex: Ch 11, 12, & 13 – flow of the causes of the Civil War and the consequences of such for the postwar nation
	8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.	Ex: Ch 5 81–86 – different political factions during the ratification of the Constitution Ex: Ch 17 338–342 – process of implementing Roosevelt’s agenda regulating business and labor
	8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.	Ex: Ch 14 278 (inset) – poll taxes
	8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.	Ex: Ch 11 201–203 – religion and bigotry in the antebellum North
8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.	8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation.	Ex: Ch 9 164 (inset) – cotton gin and slavery Ex: Ch 16 305–307 – dynamo, light bulb, barbed wire, cheap steel) Ex: TRL Ch 16 – Carnegie steel plants, industrial revolution
	8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.	Ex: Ch 16 317–319 – Various late-19th-century religious responses to the labor/union issue
	8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.	Ex: Ch 4 69 (inset) – women of the Revolution Ex: Ch 19 388–391 – women’s movements for temperance and women’s suffrage Ex: Ch 23 485–487 – Civil Rights progress during the early 1960’s