



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

First Grade Social Studies Crosswalk

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

Kindergarten through second grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. K-2 students develop geographic awareness of their surroundings by using geographic representations to process



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information about locations using maps and globes. In history, students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. In economics, students develop and build upon basic economic concepts by relating to their own needs and wants.

Important Note: The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	1.H.1 Understand that history tells a story of how people and events changed society over time.		
	1.H.1.1 Explain how and why neighborhoods and communities change over time.	3.02 Describe past and present changes within the local community. 3.04 Recognize that members of the community are affected by changes in the community that occur over time.	
	1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.	4.04 Trace the historical foundations of traditions of various neighborhoods and communities.	
	1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).	4.03 Recognize and describe the historical events associated with national holidays.	



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
Geography and Environmental Literacy	1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.		
	1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.	5.03 Use geographic terminology and tools to create representations of the earth’s physical and human features through simple maps, models, and pictures. 5.07 Explore physical features of continents and major bodies of water.	
	1.G.1.2 Give examples showing location of places (home, classroom, school and community).	5.01 Locate and describe familiar places in the home, classroom, and school.	



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	1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).	5.02 Investigate key features of maps.	
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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
Geography and Environmental Literacy	1.G.2 Understand how humans and the environment interact within the local community.		
	1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).	5.05 Demonstrate responsibility for the care and management of the environment within the school and community.	
	1.G.2.2 Explain how people use natural resources in the community.	5.05 Demonstrate responsibility for the care and management of the environment within the school and community.	
	1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).	5.04 Analyze patterns of movement within the community.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Economics and Financial Literacy	1.E.1 Understand basic economic concepts.		
	1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.	6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs. 6.06 Identify the uses of money by individuals which include saving and spending.	
	1.E.1.2 Identify examples of goods and services in the home, school and community.	Kindergarten 6.05 Explore goods and services provided in communities. 6.07 Recognize that all families produce and consume goods and services.	
	1.E.1.3 Explain how supply and demand affects the choices families and communities make.	6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Civics and Governance	1.C&G.1 Understand the importance of rules.		
	1.C&G.1.1 Explain why rules are needed in the home, school and community.	2.03 Participate in democratic decision making. 2.04 Recognize the need for rules in different settings.	
	1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).	2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher. 2.05 Identify the need for fairness in rules by individuals and by people in authority.	
	1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.	2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Culture	1.C.1 Understand the diversity of people in the local community.		
	1.C.1.1 Compare the languages, traditions, and holidays of various cultures.		
Culture	1.C.1.2 Use literature to help people understand diverse cultures.	1.04 Explore the benefits of diversity in the United States.	

Eliminated/Moved Objectives:

- 1.01 Describe the roles of individuals in the family.
- 1.02 Identify various groups to which individuals and families belong.
- 1.03 Compare and contrast similarities and differences among individuals and families.
- 2.06 Predict consequences that may result from responsible and irresponsible actions.
- 3.01 Describe personal and family changes, past and present.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.



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- 4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.
- 4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.
- 6.03 Participate in activities that demonstrate the division of labor.
- 6.04 Explore community services that are provided by the government and other agencies.
- 6.05 Give examples of the relationship between the government and its people.
- 6.06 Identify the uses of money by individuals which include saving and spending. (moved to 2nd grade 2.E.1.5)
- 7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.
- 7.02 Describe how communication and transportation link communities.
- 7.03 Use the computer and other technological tools to gather, organize and display data.