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## Kindergarten 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	<b>K.H.1</b> Understand change over time.		
	K.H.1.1 Explain how people change over time (self and others).	<b>3.02</b> Evaluate how the lives of individuals of the past are different from what they are today.	
	K.H.1.2 Explain how seasons change over time.	<b>5.04</b> Recognize and explain seasonal changes of the environment.	
	K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	<b>3.01</b> Observe and describe how individuals and families grow and change.	



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Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
Geography and Environmental Literacy	<b>K.G.1</b> Use geographic representations and terms to describe surroundings.		
	K.G.1.1 Use maps to locate places in the classroom, school and home.	<b>5.01</b> Locate and describe familiar places in the home, school, and other environments.  <b>5.02</b> Create and interpret simple maps, models, and drawings of the home, school and other environments.	
	K.G.1.2 Use globes and maps to locate land and water features.	<b>(1<sup>st</sup> grade) 5.07</b> Explore physical features of continents and major bodies of water.	
	K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).		
	K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).		



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	<b>K.G.2</b> <b>Understand the interaction between humans and the environment.</b>		
	K.G.2.1 Explain how people adapt to weather conditions.		
	K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).		



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Economics and Financial Literacy	<b>K.E.1</b> <b>Understand basic economic concepts.</b>		
	K.E.1.1 Explain how families have needs and wants.	<b>6.01</b> Distinguish between wants and needs.	
	K.E.1.2 Explain how jobs help people meet their needs and wants.	<b>6.03</b> Identify examples of how families and communities work together to meet their basic needs and wants.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Civics and Government	<b>K.C&amp;G.1</b> Understand the roles of a citizen.		
	K.C & G.1.1 Exemplify positive relationships through fair play and friendship.	<b>2.01</b> Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.  <b>2.04</b> Analyze classroom problems and suggest fair solutions.	
	K.C & G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.	<b>2.02</b> Participate in democratic decision making.  <b>2.03</b> Describe the importance of rules and laws.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Culture	<b>K.C.1</b> Understand how individuals are similar and different.		
	K.C.1.1 Explain similarities in self and others.	<b>1.01</b> Describe how individuals are unique and valued.  <b>1.02</b> Identify different groups to which individuals belong.	
Culture		<b>1.04</b> Recognize that families and groups have similarities and differences.	
	K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).	<b>1.03</b> Examine diverse family structures around the world.  <b>1.05</b> Compare and contrast customs of families in communities around the world.  <b>4.01</b> Explore how families express their cultures through celebrations, rituals, and traditions.	

**Eliminated/Moved Objectives:**

**3.03** Observe and summarize changes within communities.

**3.04** Recognize changes in the classroom and school environments.



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**4.02** Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.

**4.03** State reasons for observing special, religious, and secular holidays of diverse cultures.

**5.03** Describe the functions of places in the home, school, and other environments.

**6.02** Examine the concept of scarcity and how it influences the economy.

**6.03** Identify examples of how families and communities work together to meet their basic needs and wants.

**6.04** Give examples of how money is used within the communities, such as spending and savings.

**6.05** Explore goods and services provided in communities. (moved to 1<sup>st</sup> grade 1.E.1.2)

**7.01** Identify different types of media and forms of communication.

**7.02** Explore modes of transportation at home and around the world.

**7.03** Describe functions of computers and other electronic devices used in the home, school, and other environments.