

Founding Principles of the United States and North Carolina: Civics Literacy Crosswalk

A crosswalk document is a reference tool educators and stakeholders can use to efficiently compare the changes to and differences between two sets of standards. This crosswalk document compares the *2021 North Carolina Social Studies Standard Course of Study (NCSCOS)* to the *2010 North Carolina Social Studies Standard Course of Study*. This crosswalk can assist educators in the preliminary work required in assessing the differences and similarities in the scope, content, concepts, and skills. This crosswalk is intended to address questions about the nuances of the new standards versus the old standards. This crosswalk document is accompanied by additional instructional support documents for a deeper, more comprehensive understanding of the *2021 North Carolina Social Studies Standard Course of Study*. Other documents include the Unpacking, Strand Maps, and Glossary, which provide support for curriculum development and instructional planning. **Use this grade-level crosswalk to review and compare the two sets of standards, 2021 SCOS and 2010 SCOS, side-by-side.**

In the previous Social Studies SCOS (2010), the standards for the K-8 courses were organized around the five disciplinary strands of history, geography, economics, civics & government, and culture. In the previous Social Studies SCOS (2010), the standards for the American History Founding Principles, Civics and Economics course were written to focus on the strands (lenses) of Civics and Government, Personal Financial Literacy, and Economics. These standards were written in a manner that asked students to study the connections government, politics, personal finance, and economics have had on the development, application, and evolution of the founding principles, citizenship, governance, and civic participation in the American system of government. A key shift in the high school standards is that the courses, like K-8, have now been organized around the five disciplinary strands of history, civics and government, economics, geography, and behavioral sciences. The intention of organizing the standards of ALL grades and courses in the K-12 scope and sequence around these five disciplinary strands is to provide for K-12 vertical articulation, progression, and continuity within the entire K-12 continuum.

While the new Social Studies SCOS (2021) for the Founding Principles of the United States and North Carolina: Civic Literacy course have been written to the five major disciplinary strands of social studies, classroom instruction may or may not be taught chronologically. Curriculum may be arranged chronologically or thematically based on the content. In the Founding Principles of the United States and North Carolina: Civic Literacy course, the five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of how American democracy came to be; how shared political institutions emerged, have transformed, and currently operate; the place of the U.S. and N.C. in the world; and the ongoing debates and deliberative dialogue that characterize contemporary American civic life.

CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY INQUIRY INDICATORS

****Important to Note: The 2010 objectives of this course may cross to one or more of the NEW Inquiry Indicators outlined for this course.**

NEW SCOS (2021)

NEW SCOS (2021)

New 2021 Standard	Focus of New 2021 INQUIRY INDICATORS	New 2021 INQUIRY INDICATORS	Historical Thinking Skills from the 2010 Standards (Objectives may cross to one or more of the Inquiry Indicators in the category)
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions	The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.	<p>I.1.1 Compelling Questions</p> <ul style="list-style-type: none"> Identify issues and problems in social studies Formulate questions based upon disciplinary concepts <p>I.1.2 Supporting Questions</p> <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question Formulate supporting questions <p>I.1.3 Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> Locate credible primary and secondary sources Identify a variety of primary and secondary sources in support of compelling and supporting questions Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies Determine the origin, context, and bias of primary and secondary sources Differentiate between facts and interpretation of sources Evaluate competing historical narratives and debates among historians 	<p>CE.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare</p>

	<p>I.1.4 Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> Analyze data from charts, graphs, timelines, and maps Analyze visual, literary, and musical sources Examine change and continuity over time Analyze causes, effects, and correlations Determine the relevance of a source in relation to the compelling and supporting questions 	
	<p>I.1.5 Communicating Ideas</p> <ul style="list-style-type: none"> Construct written, oral, and multimedia arguments Support arguments with evidence and reasoning while considering counterclaims Use proper formatting in citing sources for arguments Develop new understandings of complex historical and current issues through rigorous academic discussions Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues 	
	<p>I.1.6 Taking Informed Action</p> <ul style="list-style-type: none"> Generate ideas through which the inquiry facilitates change Devise a plan to enact change 	

		<ul style="list-style-type: none"> based on the results of the inquiry Organize and take individual or collaborative action in order to effect change and inform others 	
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**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY
BEHAVIORAL SCIENCES STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES OLD SCOS (2010)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
CL.B.1 Understand how values, beliefs, and norms influence the American system of government	The intended focus of this objective is: Values, beliefs, and norms influence the development and practices of government	<p>CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws</p> <p>CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States</p> <p>CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government</p> <p>CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government</p>	<p>CE.C&G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion</p> <p>CE.C&G.1.2 Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality</p> <p>CE.C&G.4.2 Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights</p>

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY
CIVICS & GOVERNMENT STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES NEW SCOS (2021) OLD SCOS (2010)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government	The intended focus of this objective is: The ways in which founding principles influenced the development of federal and state governments How well the founding principles of American government have been upheld legislatively, executive, and judicially	CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents CL.C&G.1.2 Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles	CE.C&G.1.5 Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States
CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels	The intended focus of this objective is: The role of the branches of government at each level of government	CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights	CE.C&G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privilege CE.C&G.3.5 Compare jurisdictions and methods of law enforcement applied at each level of

			<p>government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law</p>
<p>CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process</p>	<p>The intended focus of this objective is: Examining civic responsibilities people have as individuals living in the United States</p>	<p>CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government</p> <p>CL.C&G.2.3 Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system</p> <p>CL.C&G.2.4 Compare the federal government of the United States to various types of government around the world in terms of balancing security and the protection of rights</p> <p>CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens</p> <p>CL.C&G.3.2 Compare strategies used by individuals to address discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States</p> <p>CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization</p>	<p>CE.C&G.2.2 Summarize the functions of North Carolina state and local governments within the federal system of government</p> <p>CE.C&G.2.5 Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations</p> <p>CE.C&G.2.2 Summarize the functions of North Carolina state and local governments within the federal system of government</p> <p>CE.C&G.2.5 Compare the United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations</p> <p>CE.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission</p> <p>CE.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization</p>

<p>CE.C&G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments</p>	<p>CE.C&G.2.8 Analyze America's two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics</p>		<p>CE.C&G.5.1 Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting</p>	<p>CE.C&G.5.2 Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process</p> <p>CE.C&G.3.5 Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law</p>	<p>CE.C&G.5.2 Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process</p>	<p>CE.C&G.1.3 Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time</p> <p>CE.C&G.2.3 Evaluate the U.S. Constitution as a</p>
<p>CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments</p>	<p>CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States</p>	<p>CL.C&G.3.6 Distinguish the relationship between the media and government in terms of the responsibility to inform the American public</p>	<p>CL.C&G.3.7 Assess the effectiveness of the election process at the national, state, and local levels</p>	<p>CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection</p>	<p>CL.C&G.4.2 Differentiate the structure and function of state and federal courts in order to understand the adversarial nature of each</p>	<p>CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification</p>
				<p>The intended focus of this objective is: Examining how the founding principles are embodied in the judicial, legal, and political systems of the United States</p>		
<p>CL.C&G.4 Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government</p>						

			<p>"living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence CE.C&G.2.4 Compare the Constitutions and the structures of the United States and North Carolina governments</p>
		<p>CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all</p>	<p>CE.C&G.3.4 Explain how individual rights are protected by varieties of law CE.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States</p>
		<p>CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights established in the Bill of Rights in the American legal system</p>	<p>CE.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom CE.C&G.3.7 Summarize the importance of the right to due process of law for individuals accused of crimes</p>
		<p>CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government</p>	<p>CE.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States</p>

CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY ECONOMICS STRAND

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		OLD SCOS (2010)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
CL.E.1 Understand the role of government in	The intended focus of this	CL.E.1.1 Explain how the role federal and state governments play in	

both federal and state economies	objective is: How government actions and decisions impact federal, state, and global economies	economic decision-making impacts economic mobility, status, and quality of life of individuals living in America	
		CL.E.1.2 Summarize the role of the United States and North Carolina in the world economy	

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVICS LITERACY
GEOGRAPHY STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES OLD SCOS (2010)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy	The intended focus of this objective is: Ways in which policies, laws, and civic behavior are influenced by geopolitical and environmental issues and factors	CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment	
		CL.G.1.2 Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States	
		CL.G.1.3 Exemplify how the United States interacts with international governments to navigate global environmental issues	CE.C&G.5.4 Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved CE.C&G.5.5 Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions

**CROSSWALK: FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA:
CIVICS LITERACY HISTORY STRAND**

FOCUS OF THE STANDARD NEW SCOS (2021)		CROSSWALK OF THE OBJECTIVES NEW SCOS (2021) OLD SCOS (2010)	
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<p>CL.H.1.1 Understand how individual rights and the American system of government have evolved over time</p>	<p>The intended focus of this objective is: How individual rights in America have developed over time</p> <p>How the American system of government has developed over time</p>	<p>CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic</p> <p>CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups</p> <p>CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability</p> <p>CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past</p> <p>CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time</p>	<p>CE.C&G.1.1 Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy</p>

		<p>CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time</p>	
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Eliminated/Moved Objectives:

- CE.C&G.3.1** Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law.
- CE.C&G.3.2** Compare lawmaking processes of federal, state and local governments.
- CE.C&G.3.3** Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced.
- CE.C&G.4.4** Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state.
- CE.C&G.5.3** Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts.