



STRAND MAP DOCUMENT

North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

K-12 Social Studies

Civics and Government Strand Map

Purpose of the Strand Map:

The North Carolina standards for Social Studies are organized around five disciplinary strands. The Strand Map outlines the vertical progression of objectives written to the Civics & Government strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The Civics & Government Strand Map is one of five disciplinary strand maps prepared for the North Carolina Social Studies standards. Each strand map is intended to serve as a tool for recognition of the major concepts and understandings students should be expected to know by the end of each grade band and high school course.

How to Read the Strand Map:

1. **Column one** - Identifies the objective listed for the strand of a grade or course
2. **Column two** - Identifies the concepts to be taught in each objective listed
 - The concepts in this column which appear in bolded font identify the first time a concept is introduced. It will not appear bolded again.
3. **At the end of each grade band** - Identification of the major concepts, the conceptual themes common to a specific grade band, and the understanding(s) students should have by the end of a grade band or course.

The Civics & Government Strand Map:

Civics is the study of how people participate in a governing society. The civics component of the civics and government strand focuses on civic life and actions, which are defined as the public life of a citizen concerned with the affairs of the nation and community around them. The study of government deals with systems of governance, and the analysis of political activities, political thoughts, and political behavior. The study of government is also called political science. It is important because it allows students to understand the individual's role in a system of government as citizens and to understand the ways in which a government operates. Defining and understanding current day issues will assist in the citizen's responsibility to make decisions, choices and judgments based on information and evidence in the Founding Principles, United States Constitution and North Carolina Constitution. Studying standards through the lens of the civics



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and government strand helps students become well-informed citizens who can make knowledgeable choices about voting, legislative issues, policy making, and how to participate in the system of government in which they live.

Civics and Government Strand

Kindergarten

Objective	Concepts
K.C&G.1.1 Explain why people follow rules in the classroom, school, and community .	<ul style="list-style-type: none">• People• Rule• Classroom• School• Community
K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community .	<ul style="list-style-type: none">• People• Rule• Classroom• School• Community
K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community .	<ul style="list-style-type: none">• Consequence• Rule• Classroom• School• Community



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K.C&G.1.4 Use a **procedure** for how **people** can effectively **work** together to **improve** classrooms and **communities**.

- Procedure
- People
- Work
- Improvement
- Classroom
- Community

Grade 1

Objective	Concepts
1.C&G.1.1 - Exemplify ways in which individuals and groups play a role in shaping communities .	<ul style="list-style-type: none">● Individual● Group● Role● Community
1.C&G.1.2 - Exemplify ways individuals and groups contribute to the making of rules and laws .	<ul style="list-style-type: none">● Individual● Group● Rule● Law
1.C&G.1.3 - Identify the differences between rights and responsibilities of citizens in various communities .	<ul style="list-style-type: none">● Difference● Rights● Responsibility● Citizen● Community
1.C&G.1.4 - Compare various processes or strategies people can use to improve	<ul style="list-style-type: none">● Process



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communities.	<ul style="list-style-type: none">• Strategy• People• Community
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Grade 2

Objective	Concepts
2.C&G.1.1 Explain how principles of democracy have shaped the government of America.	<ul style="list-style-type: none">• Principle• Democracy• Government
2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.	<ul style="list-style-type: none">• Government• Freedom• Equality• Individual
2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.	<ul style="list-style-type: none">• Structure• Function• Government
2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality .	<ul style="list-style-type: none">• Group• Freedom• Equality



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Grade Band Understanding of Concepts - Kindergarten - 2

Concepts

- Rules
- Government
- Community
- Authority
- Rights
- Democracy

Common Conceptual Thread

- Rules
- Rights
- Government

Understandings

- Individuals play a role in shaping their community and government.
- Government and authority should help make people's lives better and protect their rights

Grade 3

Objective	Concepts
3.C&G.1.1- Compare the structure and function of both state and local government .	<ul style="list-style-type: none">• Structure• Function



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	<ul style="list-style-type: none"> • Government
3.C&G.1.2- Classify the roles and responsibilities of leaders in state and local government .	<ul style="list-style-type: none"> • Role • Responsibility • Leader • Government
3.C&G.1.3- Compare how state, local, and tribal governments help solve problems within communities .	<ul style="list-style-type: none"> • Government • Problem • Community

Grade 4

Objective	Concepts
4.C&G.1.1 Compare the roles and responsibilities of state elected leaders .	<ul style="list-style-type: none"> • Roles • Responsibility • Elected Leader
4.C&G.1.2 Summarize ways in which women , indigenous, religious, and racial groups influence local and state government .	<ul style="list-style-type: none"> • Women • Group • Local Government • State Government
4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	<ul style="list-style-type: none"> • Rights • Responsibility



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Grade 5

Objective	Concepts
5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate .	<ul style="list-style-type: none">• Role• Responsibility• Government• Cooperation
5.C&G.1.2 Explain how the three branches of government work together to establish freedom, equality, and justice .	<ul style="list-style-type: none">• Government• Freedom• Equality• Justice
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 .	<ul style="list-style-type: none">• Women• Group• Civic Participation• Advocacy• Government Protection• Rights
5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	<ul style="list-style-type: none">• Rights• Protection



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Grade Band Understanding of Concepts - Grades 3 - 5

Concepts

- Roles
- Responsibilities
- State Government
- Local Government

Common Conceptual Thread

- Structure
- Function
- State Government
- Local Government

Understandings

- Groups and individuals may influence state and local governments.
- Rights and responsibilities of individuals are reflected in the constitution.
- The structure, function, roles and responsibilities of government

Grade 6

Objective	Concepts
6.C&G.1.1 Compare the structures of governmental systems in civilizations and	<ul style="list-style-type: none">• Structure• Government/ Governmental



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<p>societies in Africa, Asia, Europe and the Americas.</p>	<p>Systems</p> <ul style="list-style-type: none">● Civilization● Society
<p>6.C&G. 1.2 Compare how different types of government maintain power and authority.</p>	<ul style="list-style-type: none">● Government● Power● Authority
<p>6.C&G. 1.3 Compare the requirements for citizenship under various civilizations, empires, and societies.</p>	<ul style="list-style-type: none">● Requirement● Citizenship● Civilization● Empire● Society
<p>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.</p>	<ul style="list-style-type: none">● Evolution● Law● Legal System● Civilization● Empire● Society
<p>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.</p>	<ul style="list-style-type: none">● Beliefs● Practice● Power● Authority● Civilization● Empire● Society
<p>6.C&G.1.6 Explain the reasons for the rise and fall of governments and authority in</p>	<ul style="list-style-type: none">● Reason



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<p>civilizations, and empires, of Africa, Asia, Europe, and the Americas.</p>	<ul style="list-style-type: none"> ● Rise ● Fall ● Government ● Authority ● Civilization ● Empire
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Grade 7

Objective	Concepts
<p>7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.</p>	<ul style="list-style-type: none"> ● Power ● Authority ● Government ● Conflict ● Change
<p>7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.</p>	<ul style="list-style-type: none"> ● Conflict ● Religious Thought ● Secular Thought ● Religious Practice ● Secular Practice ● Change ● Government
<p>7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p>	<ul style="list-style-type: none"> ● Change ● Modern Government ● Benefit



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	<ul style="list-style-type: none"> • Costs • Citizen
7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions .	<ul style="list-style-type: none"> • Idea • Change • Political Thought • Nation • Society • Region

Grade 8

Objective	Concepts
8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of our state and national government .	<ul style="list-style-type: none"> • Democratic Ideals • Document • Government
8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation .	<ul style="list-style-type: none"> • Decision • Government • Democratic Ideals • Nation
8.C&G.1.3 Critique the policies, laws and government structures of North Carolina and the nation in terms of fulfilling American democratic ideals .	<ul style="list-style-type: none"> • Policy • Law • Government Structure • Democratic Ideals



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<p>8.C&G.1.4 Compare different perspectives on the role of state, national and tribal governments.</p>	<ul style="list-style-type: none">● Perspective● Role● State Government● National Government● Tribal Government
<p>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.</p>	<ul style="list-style-type: none">● Access● Democratic Rights● Freedom● Group● Nation
<p>8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.</p>	<ul style="list-style-type: none">● Issue● Strategy● Societal Reform● Discrimination● Oppression● Nation
<p>8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact they had on individuals, policies and institutions in North Carolina and the nation.</p>	<ul style="list-style-type: none">● Reform● Individual● Policy● Institution● Nation

Grade Band Understanding of Concepts - Grades 6 - 8

Concepts

- Structure



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- Origins or Foundings
- Laws
- Religious Beliefs
- Government

Common Conceptual Thread

- Origin/Founding
- Structure
- Function
- Government

Understandings

- Beliefs and ideas help shape government and society.
- Governments can be based on the ideal and beliefs of the society from which they form or from outside influences.

American History

Objective	Concepts
AH.C&G.1.1 Explain how various views on freedom and equality contributed to the development of American political thought and system of government .	<ul style="list-style-type: none"> • Freedom • Equality • Development • Political Thought • System of Government
AH.C&G.1.2 Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people .	<ul style="list-style-type: none"> • Levels Of Government • Power



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	<ul style="list-style-type: none">● Expansion● Restriction● Freedom● Equality● People
AH.C&G.1.3 Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality .	<ul style="list-style-type: none">● Individual● Group● Strategize● Organize● Advocate● Protest● Expansion● Restriction● Freedom● Equality
AH.C&G.1.4 Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.	<ul style="list-style-type: none">● Racism● Oppression● Discrimination● Indigenous Peoples● Racial Minorities● Marginalized Group● Equality● Power
AH.C&G.2.1 Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing compromise .	<ul style="list-style-type: none">● Decision● Leader● Conflict● Compromise



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<p>AH.C&G. 2.2 Explain the development and realignment of political parties as reflected in key elections.</p>	<ul style="list-style-type: none"> ● Development ● Realignment ● Political Party ● Election
<p>AH.C&G.2.3 Deconstruct changes in the balance of power between local, state and federal government in terms of conflict and compromise.</p>	<ul style="list-style-type: none"> ● Change ● Balance Of Power ● Government ● Conflict ● Compromise

Civic Literacy

Objective	Concepts
<p>CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents.</p>	<ul style="list-style-type: none"> ● Influence ● Founding Principles ● Decision ● Primary Source Secondary Source ● Document
<p>CL.C&G.1.2 Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles.</p>	<ul style="list-style-type: none"> ● Consistency ● Policy ● Decision ● Founding Principles



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<p>CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights.</p>	<ul style="list-style-type: none">● Government● Order● Security● Individual Rights● Protection
<p>CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government.</p>	<ul style="list-style-type: none">● Principle● Federalism● Action● Government
<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>	<ul style="list-style-type: none">● Government● Role● Power● Function● Intergovernmental System
<p>CL.C&G.2.4 Compare the federal government of the United States to various forms of government around the world in terms of balancing security and protection of rights.</p>	<ul style="list-style-type: none">● Government● World● Security● Protection● Rights
<p>CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens.</p>	<ul style="list-style-type: none">● Citizenship● Civic Participation● Responsibility● Duty



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	<ul style="list-style-type: none">● Privilege● Citizen
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.	<ul style="list-style-type: none">● Strategy● Individual● Discrimination● Segregation● Disenfranchisement● Reconcentration● Discriminatory Practice
CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization .	<ul style="list-style-type: none">● Change● Process● Perception● Interpretation● Citizenship● Naturalization
CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments .	<ul style="list-style-type: none">● Citizenship● Constitutional Democracy● Democracy● Membership● Government
CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States.	<ul style="list-style-type: none">● System● Political Landscape



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<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>	<ul style="list-style-type: none">● Relationship● Media● Government● Responsibility● Public
<p>CL.C&G.3.7 Assess the effectiveness of the election process at the national, state and local levels.</p>	<ul style="list-style-type: none">● Effectiveness● Election Process
<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>	<ul style="list-style-type: none">● Judicial System● Structure● Jurisdiction● Equal Protection
<p>CL.C&G.4.2 Differentiate the structure and functions of state and federal courts in order to understand the adversarial nature of each.</p>	<ul style="list-style-type: none">● Structure● Function● Court● Adversarial Nature
<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>	<ul style="list-style-type: none">● Constitutions● Ratification● Interpretation
<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>	<ul style="list-style-type: none">● System● Government● Freedom● Equality



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	<ul style="list-style-type: none"> • Justice
<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>	<ul style="list-style-type: none"> • Due Process • Individual Rights • Legal System
<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>	<ul style="list-style-type: none"> • Women • Groups • Access • Justice • Founding Principles • Government

World History

Objective	Concepts
<p>WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power.</p>	<ul style="list-style-type: none"> • Individual • Group • Government • Power
<p>WH.C&G.1.2 Distinguish ways in which various leaders and political systems have used power to expand or restrict freedom and equality.</p>	<ul style="list-style-type: none"> • Leader • Political System • Power



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	<ul style="list-style-type: none">• Freedom• Equality
<p>WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society.</p>	<ul style="list-style-type: none">• Revolution• Rebellion• Movement• Motive• Consequence• Impact• Freedom• Equality• Individual• Group• Society
<p>WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past.</p>	<ul style="list-style-type: none">• Group• World• Resistance• Resilience• Inequity• Injustice• Restriction• Freedom
<p>WH.C&G.2.1 Explain how policies and treaties have led to international conflict, now and in the past.</p>	<ul style="list-style-type: none">• Policy• Treaty• Conflict



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WH.C&G.2.2 Critique the effectiveness of cooperative **efforts** among **nations, groups,** and **international organizations** in **resolving conflicts** and maintaining international **stability**, now and in the past.

- Effort
- Nation
- Group
- **International Organization**
- Conflict
- **Stability**

Grade Band Understanding of Concepts - Grades 9 - 12

These high school courses are independent, stand alone courses and are not designed to build upon or support the understandings of other courses.

Common Conceptual Thread

- Freedom
- Equality
- Government Systems/Levels

Understandings

- American History
 - Governments may use power to expand or restrict freedom, equality and rights.
 - Minorities and marginalized groups often challenge leaders and governments to make societies more equitable.
- Civic Literacy
 - The founding principles have influenced policies, laws, and decisions.
 - The function and role of the local, state, and American system of government.
 - Citizenship and civic participation can impact the structure and function of local, state, and national government
 - Minorities and marginalized groups often challenge leaders and governments to make societies more equitable.
 - Minorities and marginalized groups often challenge the founding principles of a nation in an attempt to force governments to live up to those principles.



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- World History
 - Governments play a role in the creation and resolution of conflict around the world.
 - Individuals, groups, and governments may contribute to the expansion or restriction of freedom and equality.
 - Minorities and marginalized groups often challenge the founding principles of a nation in an attempt to force governments to live up to those principles.