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

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**.	• **People** • **Rule** • **Classroom** • **School** • **Community**
K.C&G.1.2 Exemplify ways **people** follow **rules** in the **classroom**, **school**, and **community**.	• **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**.	• **Consequence** • **Rule** • **Classroom** • **School** • **Community**

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**.	• **Individual** • **Group** • **Role** • Community
1.C&G.1.2 - Exemplify ways **individuals** and **groups** contribute to the making of **rules** and **laws**.	• **Individual** • **Group** • Rule • **Law**
1.C&G.1.3 - Identify the **differences** between **rights** and **responsibilities** of **citizens** in various **communities**.	• **Difference** • **Rights** • **Responsibility** • **Citizen** • Community
1.C&G.1.4 - Compare various **processes** or **strategies people** can use to improve	• **Process**

communities.	• **Strategy** • People • Community

Grade 2

Objective	Concepts
2.C&G.1.1 Explain how **principles** of **democracy** have shaped the **government** of America.	• **Principle** • **Democracy** • **Government**
2.C&G.1.2 Summarize the role of **government** in protecting **freedom** and **equality** of **individuals** in America.	• **Government** • **Freedom** • **Equality** • Individual
2.C&G.1.3 Compare the **structure** and **function** of the three branches of **government** at the national level.	• **Structure** • **Function** • **Government**
2.C&G.1.4 Explain how various indigenous, religious, gender, and racial **groups** advocate for **freedom** and **equality**.	• Group • **Freedom** • **Equality**

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**.	• Structure • Function

	• Government
3.C&G.1.2- Classify the **roles** and **responsibilities** of **leaders** in state and local **government.**	• Role • Responsibility • **Leader** • Government
3.C&G.1.3- Compare how state, local, and tribal **governments** help solve **problems** within **communities**.	• Government • **Problem** • Community

Grade 4

Objective	Concepts
4.C&G.1.1 Compare the **roles** and **responsibilities** of state **elected leaders**.	• Roles • Responsibility • **Elected Leader**
4.C&G.1.2 Summarize ways in which **women,** indigenous, religious, and racial **groups** influence **local** and **state government**.	• **Women** • Group • **Local Government** • **State Government**
4.C&G.1.3 Differentiate between **rights** and **responsibilities** reflected in the North Carolina Constitution.	• Rights • Responsibility

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.**	● Role ● Responsibility ● Government ● **Cooperation**
5.C&G.1.2 Explain how the three branches of **government** work together to establish **freedom**, **equality**, and **justice**.	● 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**.	● 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.	● Rights ● **Protection**

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	• Structure • Government/ **Governmental**

societies in Africa, Asia, Europe and the Americas.	**Systems** • **Civilization** • **Society**
6.C&G. 1.2 Compare how different types of **government** maintain **power** and **authority**.	• Government • **Power** • Authority
6.C&G. 1.3 Compare the **requirements** for **citizenship** under various **civilizations, empires,** and **societies.**	• **Requirement** • **Citizenship** • **Civilization** • **Empire** • **Society**
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.	• **Evolution** • **Law** • **Legal System** • **Civilization** • **Empire** • **Society**
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.	• **Beliefs** • **Practice** • **Power** • Authority • **Civilization** • **Empire** • **Society**
6.C&G.1.6 Explain the **reasons** for the **rise** and **fall** of **governments** and **authority** in	• **Reason**

civilizations, and **empires,** of Africa, Asia, Europe, and the Americas.	• **Rise** • **Fall** • Government • Authority • **Civilization** • **Empire**

Grade 7

Objective	Concepts
7.C&G.1.1 Explain how the **power** and **authority** of various types of **governments** have created **conflict** that has led to **change**.	• Power • Authority • Government • **Conflict** • **Change**
7.C&G.1.2 Distinguish how **conflict** between **religious** and **secular thought** and **practice** has contributed to **change** in **government**.	• **Conflict** • **Religious Thought** • **Secular Thought** • **Religious Practice** • **Secular Practice** • **Change** • Government
7.C&G.1.3 Deconstruct **changes** of various **modern governments** in terms of the **benefits** and **costs** to its **citizens**.	• **Change** • **Modern** Government • **Benefit**

	• **Costs** • Citizen
7.C&G.1.4 Summarize new **ideas** that **changed political thought** in various **nations**, **societies** and **regions**.	• **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**.	• **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**.	• **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**.	• **Policy** • Law • **Government Structure** • **Democratic Ideals**

8.C&G.1.4 Compare different **perspectives** on the **role** of **state**, **national** and **tribal governments**.	• **Perspective** • Role • State Government • **National Government** • **Tribal Government**
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**.	• **Access** • **Democratic Rights** • Freedom • Group • Nation
8.C&G.2.1 Summarize the **strategies** and **societal reforms** used to address **discrimiation** and **oppression** in North Carolina and the **nation**.	• **Issue** • **Strategy** • **Societal Reform** • **Discrimation** • **Oppression** • Nation
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**.	• **Reform** • Individual • **Policy** • **Institution** • Nation

Grade Band Understanding of Concepts - Grades 6 - 8

Concepts

- Structure

- 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**.	• 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**.	• **Levels Of Government** • Power

	• **Expansion** • **Restriction** • Freedom • Equality • People
AH.C&G.1.3 Explain how various i**ndividuals** and **groups strategized, organized, advocated** and **protested** to expand or restrict **freedom** and **equality.**	• 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.	• **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**.	• Decision • Leader • Conflict • **Compromise**

AH.C&G. 2.2 Explain the **development** and **realignment** of **political parties** as reflected in key **elections**.	● **Development** ● **Realignment** ● **Political Party** ● **Election**
AH.C&G.2.3 Deconstruct **changes** in the **balance of power** between local, state and federal **government** in terms of **conflict** and **compromise**.	● Change ● **Balance Of Power** ● Government ● Conflict ● **Compromise**

Civic Literacy

Objective	Concepts
CL.C&G.1.1 Explain the **influence** of the f**ounding principles** on state and federal **decisions** using **primary** and **secondary source documents**.	● **Influence** ● **Founding Principles** ● Decision ● Primary Source Secondary Source ● Document
CL.C&G.1.2 Critique the **consistency** with which federal **policies**, state **policies**, and Supreme Court **decisions** have upheld the **founding principles**.	● **Consistency** ● Policy ● Decision ● **Founding Principles**

CL.C&G.2.1 Compare how national, state, and local **governments** maintain **order**, **security**, and **protect individual rights**.	• Government • **Order** • **Security** • **Individual Rights** • **Protection**
CL.C&G.2.2 Explain how the **principle** of **federalism** impacts the **actions** of state and local **government**.	• **Principle** • **Federalism** • **Action** • Government
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**.	• Government • Role • Power • Function • **Intergovernmental System**
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**.	• Government • World • **Security** • **Protection** • Rights
CL.C&G.3.1 Differentiate **citizenship** and **civic participation** in terms of **responsibilities**, **duties**, and **privileges** of **citizens**.	• Citizenship • Civic Participation • Responsibility • **Duty**

	• **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.	• 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**.	• 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**.	• 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.	• System • **Political Landscape**

CL.C&G.3.6 Distinguish the **relationship** between the **media** and **government** in terms of the **responsibility** to inform the American **public**.	• **Relationship** • **Media** • Government • Responsibility • **Public**
CL.C&G.3.7 Assess the **effectiveness** of the **election process** at the national, state and local levels.	• **Effectiveness** • **Election Process**
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**.	• **Judicial System** • Structure • **Jurisdiction** • **Equal Protection**
CL.C&G.4.2 Differentiate the **structure** and **functions** of state and federal **courts** in order to understand the **adversarial nature** of each.	• Structure • Function • **Court** • **Adversarial Nature**
CL.C&G.4.3 Exemplify how the **constitutions** of the United States and North Carolina have been **interpreted** and applied since **ratification**.	• **Constitutions** • **Ratification** • **Interpretation**
CL.C&G.4.4 Assess how effective the American **system** of **government** has been in ensuring **freedom, equality,** and **justice** for all.	• System • Government • Freedom • Equality

	• Justice
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**.	• **Due Process** • Individual Rights • **Legal System**
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**.	• Women • Groups • **Access** • Justice • Founding Principles • Government

World History

Objective	Concepts
WH.C&G.1.1 Compare ways in which **individuals**, **groups**, and **governments** have gained and maintained **power**.	• Individual • Group • Government • Power
WH.C&G.1.2 Distinguish ways in which various **leaders** and **political systems** have used **power** to expand or restrict **freedom** and **equality**.	• Leader • Political System • Power

	• Freedom • Equality
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**.	• **Revolution** • **Rebellion** • **Movement** • **Motive** • Consequence • **Impact** • Freedom • Equality • Individual • Group • Society
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.	• Group • World • **Resistance** • **Resilience** • **Inequity** • **Injustice** • **Restriction** • Freedom
WH.C&G.2.1 Explain how **policies** and **treaties** have led to international **conflict**, now and in the past.	• Policy • **Treaty** • Conflict

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.

- 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.