

| State          | Website   | State Standard #  | Virtual History- Settling America Concept  | Sections   |
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| North Carolina | <a href="http://www.ncpublicschools.org/curriculum/socialstudies/scos/">http://www.ncpublicschools.org/curriculum/socialstudies/scos/</a> | Fifth Grade – United States History, Canada, Mexico and Central America<br>Eighth Grade- North Carolina Creation and Development of the State | Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul> | <p><b>Fifth Grade</b><br/> <b>Competency Goal 1 The learner will apply key geographic concepts to the United States and other countries of North America.</b><br/> <b>1.01</b> Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.<br/> <b>Competency Goal 4 The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</b><br/> <b>4.02</b> Explain when, where, why, and how groups of people settled in different regions of the United States.</p> <p><b>Eighth Grade</b><br/> <b>Competency Goal 1 The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.</b><br/> <b>1.03</b> Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.<br/> <b>1.05</b> Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.</p> |

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|  |  |  | <p>Economics</p> <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul> | <p><b>Fifth Grade</b><br/> <b>Competency Goal 3 The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.</b><br/> <b>3.02</b> Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p> <p><b>Eighth Grade</b><br/> <b>Competency Goal 1 The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.</b></p> <p><b>1.04</b> Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.</p> |
|  |  |  | <p>Culture</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>  | <p><b>Fifth Grade</b><br/> <b>Competency Goal 4 The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</b><br/> <b>4.02</b> Explain when, where, why, and how groups of people settled in different regions of the United States.</p> <p><b>Eighth Grade</b><br/> <b>Competency Goal 1 The learner will analyze important geographic, political, economic, and</b></p>  |

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|  |  |  |  | <p><b>social aspects of life in the region prior to the Revolutionary Period.</b></p> <p><b>1.07</b> Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.</p>  |
|  |  |  | <p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> <li>• Treaties and conflict</li> </ul> | <p><b>Fifth Grade</b><br/> <b>Competency Goal 3 The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.</b><br/> <b>3.04</b> Hypothesize how the differences and similarities among people have produced diverse American cultures.</p> <p><b>Competency Goal 4 The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</b><br/> <b>4.03</b> Describe the contributions of people of diverse cultures throughout the history of the United States.</p> <p><b>Eighth Grade</b><br/> <b>Competency Goal 1 The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.</b></p> |

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|  |  |  |  | <p><b>1.02</b> Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.</p> <p><b>1.04</b> Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.</p> |
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