

Supporting Documents: K-12 Social Studies

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Purpose

- Provide an update on the K-12 Social Studies supporting documents
 - Glossary
 - Strand Maps
 - Crosswalks
 - Unpacking Documents, Grades K-5



Standards Revision Process

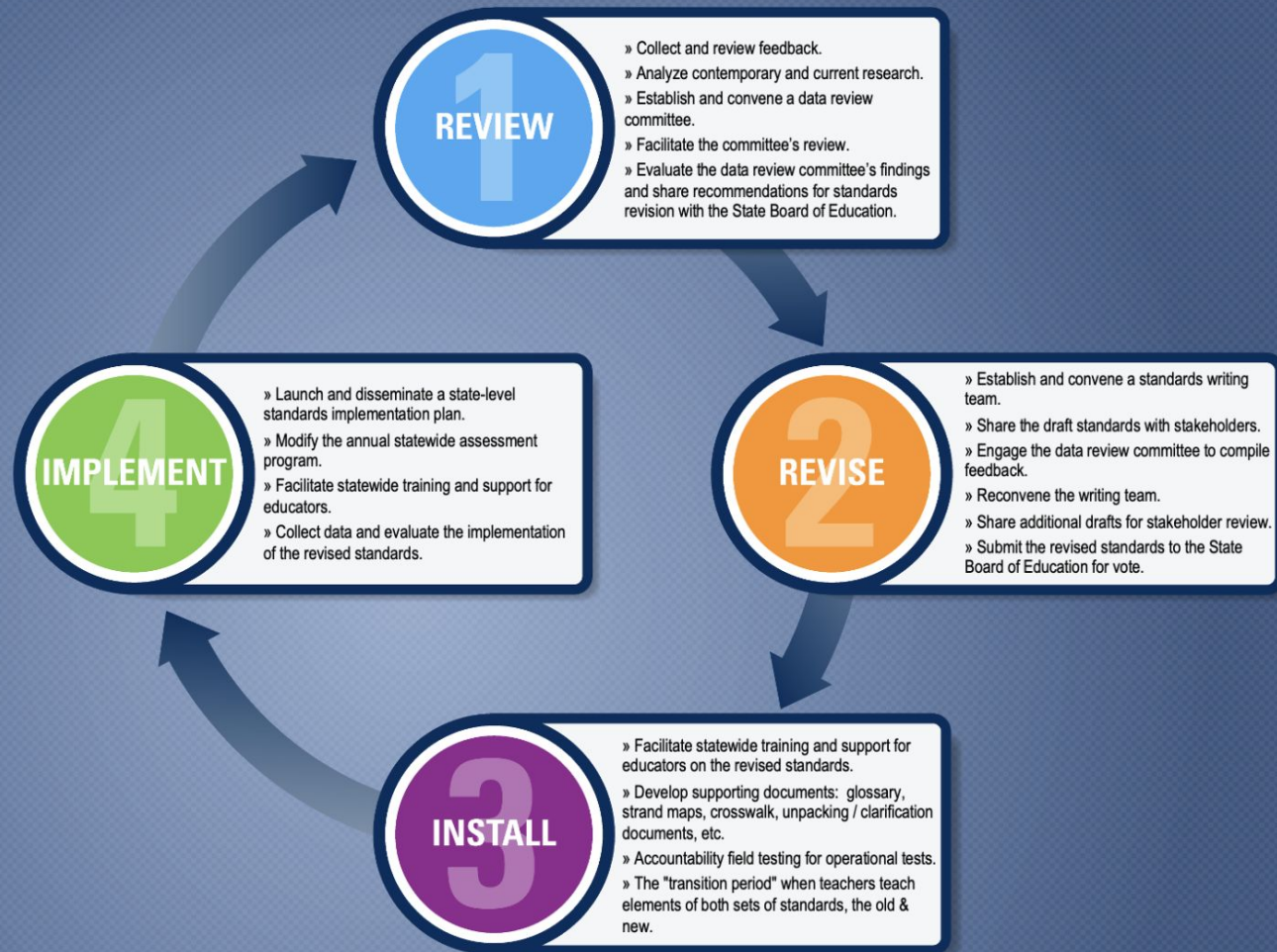
In accordance with SCOS-012, to promote transparency and stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system to revise SCOS standards built on four guiding principles:

1. Feedback-Based: NCDPI will formally collect feedback on the current standards from educators, administrators, parents, students, institutions of higher education, business/industry representatives, national organizations, and other education agencies.

2. Research-Informed: NCDPI will review contemporary and current research on standards and learning in the content area under review.

3. Improvement-Oriented: NCDPI will provide the State Superintendent and State Board of Education an annual report summarizing feedback received from stakeholders concerning standards and implementation.

4. Process-Driven: The system process includes four phases: review, revision, installation, and implementation.



Stakeholder Involvement

- Teachers from the writing team were convened to assist with writing of the unpacking documents.
- The Social Studies team supervised the work and provided feedback and edits.
- An internal NCDPI team consisting of NCDPI leadership cabinet members and staff outside of the Standards, Curriculum, and Instruction Division was convened to review and provide feedback on the unpacking documents.
- The State Superintendent of Public Instruction worked with the Social Studies team and internal NCDPI team to work line by line on the unpacking documents.
- The glossary, strand maps, and crosswalks were provided to the State Board of Education in Friday Updates to ensure awareness and solicit feedback on the documents.

Glossary K-12

American Identity	American identity refers to an oft-shifting view of, “What makes someone American?” This has included ideas about language spoken, religion practiced, and other strictly-defined characteristics. However, it is now frequently referred to in broader terms about commitment to civic ideals, such as equality and freedom, and respect for diversity.
Artistic Expression	Artistic Expression gives voice to what we see and feel. It enables individuals to be able to communicate and connect to others by sharing a story. Artistic expression can be enjoyed in a variety of forms (i.e., painting and drawing, sculpting, drama, music, dance, writing, photography, etc.)
Assimilation	Assimilation in a society refers to the process in which a minority group or culture comes to resemble a society's majority group or assume the values, behaviors, and beliefs of another group, usually the majority group.
Belief	A belief is something that is accepted, considered to be true, or held as an opinion.
Belief System	A belief system is a set of principles or tenets which together form the basis of a religious, philosophical, moral or ethical code.



Strand Maps K-12

6th	6.G.1.1 Compare how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.	<ul style="list-style-type: none"> • Human Characteristic • Physical Characteristic • Migration • Settlement • Region 	GRADES 6-8: Concepts <ul style="list-style-type: none"> • Civilization • Society • Movement • Settlement • Migration • Environment Common Conceptual Thread <ul style="list-style-type: none"> • Movement • Migration • People • Location
	6.G.1.2 Explain how movement and settlement patterns affected the development of civilizations , empires , and societies in Africa, Asia, Europe, and the Americas..	<ul style="list-style-type: none"> • Movement • Settlement Pattern • Development • Civilization • Empire • Society 	
	6.G.1.3 Explain how innovation and technology influenced the	<ul style="list-style-type: none"> • Innovation • Technology 	

Crosswalks K-12

CROSSWALK: WORLD HISTORY ECONOMICS STRAND

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
New 2021 Standard	Overall Focus of New 2021 Standard	New 2021 Objectives	Old 2010 Objectives
<p>WH.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence.</p>	<p>The intended focus of this objective is: How power and interdependence influence economic relationships</p>	<p>WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.</p>	<p>WH.H.2.6 Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.</p> <p>WH.H.4.2 Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires.</p> <p>WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations</p> <p>WH.H.5.2 Explain the causes and effects of exploration and expansion.</p> <p>WH.H.5.3 Analyze colonization in terms of the desire for access to resources and</p>



K-5 Unpacking Documents: Snapshot of Kindergarten

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>K.B.1.2 Compare cultural practices of people in local communities and around the world.</p>	<p>Students must be able to examine practices of at least two different cultures and point out similarities and differences.</p>	<p>Cultural differences can be found in communities around the world.</p> <p>Cultural differences of people in communities around the world contribute to the different ways people live, work, and play.</p> <p>Diverse cultures may be explored through language, dress, food, art, music, or other interests.</p> <p>Cultural traditions and celebrations of different groups influence the development of local communities.</p>	<p>The ways people from different cultures speak, dress, and eat</p> <p>Examples of different cultures that exist in communities</p> <p><u>Glossary Terminology:</u> Cultural practice Local Community</p>	<p>Use multiple groups of people and places to discuss some or all of the following:</p> <ul style="list-style-type: none"> ● Food ● Clothes ● Art forms <ul style="list-style-type: none"> ○ Performance ○ Visual ● Languages <ul style="list-style-type: none"> ○ Cherokee ○ Sign Language ○ Swahili ● Literature <ul style="list-style-type: none"> ○ Fiction ○ Nonfiction ○ Myths ● Housing ● Holidays ● Schools ● How birthdays are celebrated 	<p>As a class, students create charts showing categories that identify cultural practices for places around the world (e.g., When studying American Indians, students would compare the different types of homes and discuss the similarities and differences).</p> <p>With support from the teacher, students help create T-charts or Venn diagrams to compare cultural practices of diverse people groups. The teacher provides pictures or digital images to place on the charts.</p>

K-5 Unpacking Documents: Snapshot of First Grade

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.</p>	<p>Students must be able to provide unique examples of the ways in which people influence and contribute to the creation of rules and laws that should be followed.</p>	<p>Rules and laws are created as a means to provide order and safety in a community.</p> <p>Rules are needed to maintain order in the home, school, and community.</p> <p>Rules often reflect the values and beliefs of the people who make them.</p> <p>The creation of laws may be influenced by the lived experiences of both the people who make and follow them.</p>	<p>Various ways rules are made for the classroom and school</p> <p>Various ways rules are made in the places they live</p> <p>Various ways laws are made for people to follow</p> <p>The various people who help to make rules and laws</p> <p><u>Glossary Terminology:</u> n/a</p>	<p>Ways rules are made in classrooms/schools</p> <ul style="list-style-type: none"> • Policies set by state • Policies created by local school board • Rules given by the principal or teacher • Student/class vote <p>Ways rules are made where people live</p> <ul style="list-style-type: none"> • Community agreement or vote • City officials make community rules • Homeowner Association Group Votes <p>Ways laws are made</p> <ul style="list-style-type: none"> • Local city councils, county commission, • Local elections • State Legislature (The General Assembly) • State elections • National Legislature (The Congress) • National Elections 	<p>Students role play as mayor and members of city council. Students are presented with a scenario that needs new rules or laws to resolve the issues posed (e.g., loose dogs, pollution in water fountains, riding bikes too fast in the park, etc.). Students create examples of new rules or laws that might address the issue.</p> <p>Given a scenario, students come up with examples of rules of how to share, work cooperatively, show respect, and responsibility. Possible scenarios include getting a new swingset in the backyard, getting a new video game system, or getting a new class pet.</p>

K-5 Unpacking Documents: Snapshot of Second Grade

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>2.E.1.2 Explain how the availability of resources impacts the production of goods.</p>	<p>Students must be able to demonstrate understanding of how the production of goods is impacted by the availability of resources.</p>	<p>Limited resources often dictate what goods and services can be produced.</p> <p>Production decisions are often determined by the availability of resources.</p>	<p>Meaning of availability of resources</p> <p>Examples of goods</p> <p>Examples of limited resources</p> <p>How the availability of resources impacts the production of goods</p> <p><u>Glossary Terminology:</u> Production</p>	<p>Examples of limited resources</p> <ul style="list-style-type: none"> ● Time ● Raw Materials <ul style="list-style-type: none"> ○ Water ○ Lumber ○ Oil ○ Minerals ○ Cotton ○ Steel ○ Natural gas ○ Coal ○ Forest resources ○ Corn ○ Grain ● Money ● Land ● Capital ● Labor <p>Goods</p> <ul style="list-style-type: none"> ● Fruits ● Vegetables ● Fish 	<p>Students read a scenario about a furniture factory that has to make tough decisions because of limited resources. Students write an explanation of how the limited resources dictate what can and can not be produced.</p> <p>Students pretend they are going to open a bookstore. Students generate a list of the services and goods they will need to be able to run the bookstore successfully. Students then write an explanation showing how having these services and goods readily available impact their ability to run the bookstore.</p>

K-5 Unpacking Documents: Snapshot of Third Grade

Unpacking the Geography Objectives

Standard 3.G.1 Understand how geography impacts the development of regions and communities.

Overarching Concepts: Location, People, Region, Place, Movement

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.</p>	<p>Students must be able to demonstrate that they understand absolute location and relative location.</p> <p>Students must be able to demonstrate understanding that where a place is located influences how communities develop and how they are impacted by that development.</p>	<p>The physical location of a place can influence the economic development of a community.</p> <p>The location of a community in relation to other communities may impact how that community develops.</p>	<p>Examples of absolute and relative location</p> <p>How absolute and relative location impact development</p> <p><u>Glossary Terminology:</u> Absolute Location Community Relative Location</p>	<p>Location of landforms and cities/towns with development of neighborhoods</p> <p>Access to goods and services based on relative and absolute location</p> <p>Factors that impact development of a community</p> <ul style="list-style-type: none"> ● Close to rivers, lakes, oceans ● Lack of clean water sources ● Obstructed by natural physical barriers <ul style="list-style-type: none"> ○ Mountains ○ Volcanoes ○ Glaciers ● Rainforests ● Deserts ● Tundras 	<p>Students study maps of an urban location over time. Students note ways in which the development of the area impacted the development of its surrounding communities. Students write a 3-5 sentence explanation of how the development of one community may be impacted by the development of other communities.</p> <p>After learning about cities in the different areas of North Carolina (e.g., Charlotte, Raleigh, Asheville, Greensboro, Wilmington, etc.), students write a paragraph to explain how the relative</p>



K-5 Unpacking Documents: Snapshot of Fourth Grade

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of the role North Carolina has played in major conflicts and events over time.</p>	<p>A state may or may not make a decision to become involved in the political or economic conflicts that may take place on a national level.</p> <p>The role a state plays in national conflicts may depend on the state's political, economic, or social climate.</p>	<p>North Carolina's role in major conflicts and wars</p> <p>The role that various groups and individuals played in major conflicts and wars</p> <p>The position North Carolina took in major political conflicts</p> <p><u>Glossary Terminology:</u> n/a</p>	<p>Cherokee War, battle over the Tennessee Valley</p> <p>Revolutionary War</p> <p>Battle of Moore's Creek Bridge</p> <p>Battle of Alamance</p> <p>Civil War</p> <p>Civil Rights</p> <p>Bennett Place</p> <p>World War I</p> <p>World War II</p> <p>Swann v. Charlotte-Mecklenburg Board of Education</p> <p>Battle of Guilford Courthouse</p>	<p>Students read primary and secondary sources about the Edenton Tea Party. After reading, students create a storyboard summarizing the role North Carolina played in protest of the Tea Act.</p> <p>Students read about <i>Swann v. Charlotte - Mecklenburg Board of Education</i> and write a tweet of 250 characters or less that summarizes the role North Carolina played in desegregation.</p>



K-5 Unpacking Documents: Snapshot of Fifth Grade

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.</p>	<p>Students must be able to demonstrate an understanding of how personal financial decisions have led to various types of economic growth in the United States over time.</p> <p>Students must be able to demonstrate an understanding of how personal financial decisions have led to economic decline in the United States over time.</p>	<p>The personal financial decisions of an individual can influence the economic growth of a nation.</p> <p>A nation's economic growth or decline can be related to the personal financial decisions of its citizens.</p>	<p>Examples of ways personal decisions impact economic growth</p> <p>Examples of ways personal decisions impact economic decline</p> <p>Glossary Terminology: Financial Decision Economic Growth Economic Decline</p>	<p>Loans</p> <p>Debt</p> <p>Opportunity cost</p> <p>Overspending</p> <p>Housing crisis</p> <p>Investing</p> <p>Comparison shopping</p> <p>Saving money</p> <p>Spending money</p> <p>Borrowing</p>	<p>Students read about the economy in the 1920s and write an explanation of how personal financial decisions of this time led to a period of short term economic growth.</p> <p>Students look at a graph of the Stock Market Crash in 1929 and explain how the financial decisions of the 1920s ultimately led to a period of long- term economic decline.</p>

Closing

- Request action on first reading for the K-12 Glossary, Strand Maps, Crosswalks, and K-5 Unpacking Documents
- Return in July for action on first reading for the Professional Development (PD) plan and additional Unpacking Documents: Grades 6-8, American History, World History, Economic and Personal Finance, and Civic Literacy

