

K-12 Social Studies Supporting Documents

Presented by:

Dr. David Stegall, Deputy Superintendent of Innovation

Dr. Angie Mullennix, Director of K-12 Academics and Innovation Strategy

Dr. Kristi Day, Assistant Director of K-12 Standards, Curriculum, and Instruction

Dr. Lori Major Carlin, Section Chief for Social Studies and Arts Education

K-12 Social Studies Consultants



Standards Revision Process

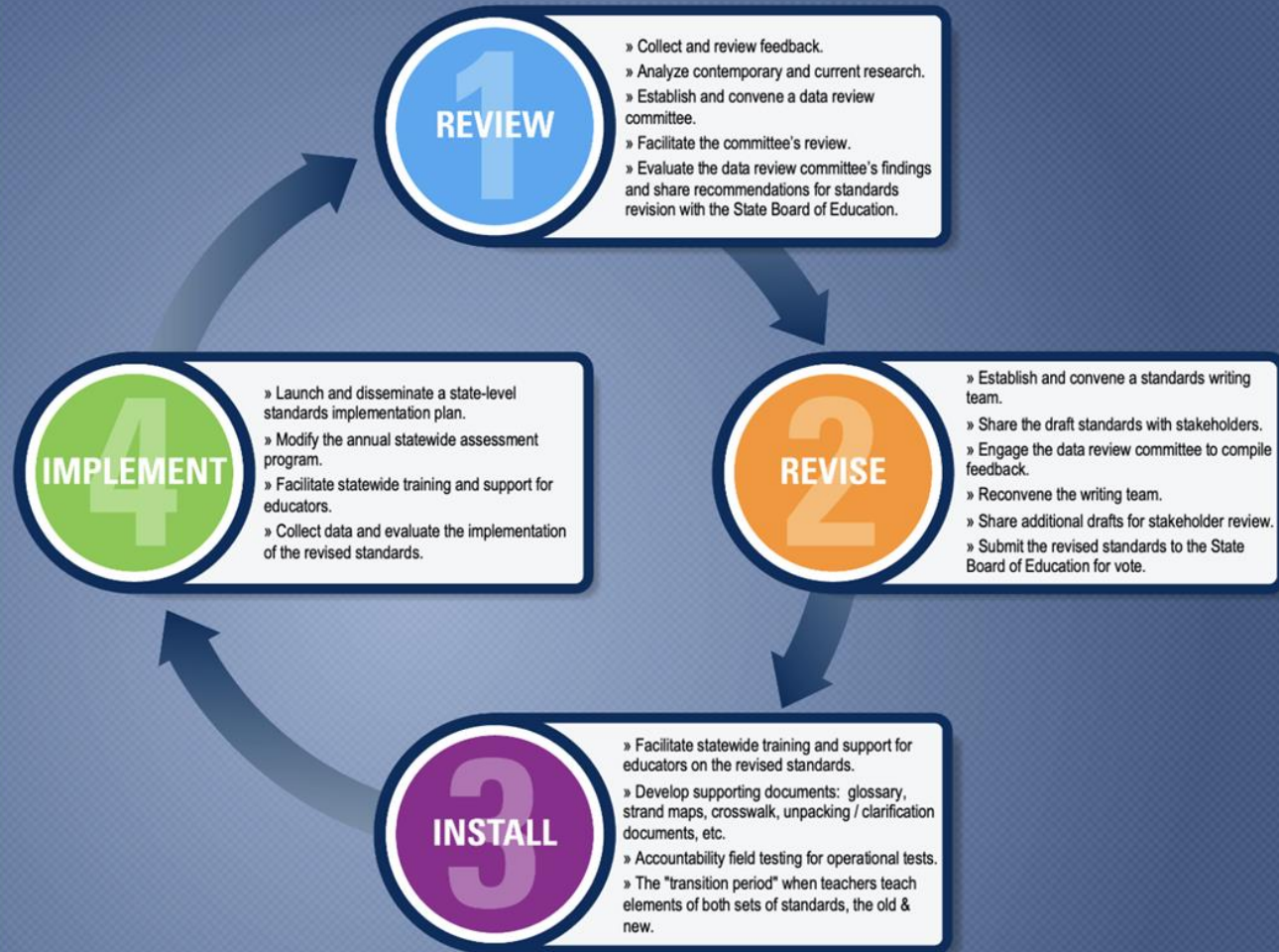
In accordance with SCOS-012, to promote transparency and stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system to revise SCOS standards built on four guiding principles:

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 Standards 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.
- The glossary was revised with the State Superintendent, two SC&I Directors, and the Teacher of the Year.



Glossary K-12

North Carolina K-12 Social Studies Standard Course of Study Glossary of Instructional Terms

The Social Studies Glossary of Instructional Terms is designed to be a tool that provides educators with words and phrases that represent the big, overarching concepts and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards. The Glossary will allow district leaders and teachers to build curriculum and lessons around a common understanding of vocabulary and language, promoting consistency across disciplines. The Glossary provides definitions of terms contained in the standards that might be difficult to teach due to multiple interpretations or ambiguity. The Glossary also supplies more clarifying language with regards to terms that lend themselves to multiple definitions and interpretations. Each word or phrase has been defined in the context appropriate to the course in which it appears.

In short, the glossary is a resource that social studies educators can access to better understand the intent of language used in the objectives, in the appropriate context to the disciplines of social studies upon which these courses have been created.

The North Carolina K-12 Social Studies Standards were constructed using the Revised Bloom's Taxonomy: Bloom's Taxonomy (Revised)



"Bloom's Chart." *Journal of Public Health and Georgia State University*. 2020. publichealth.gsu.edu/blooms-chart/. Accessed 8 June 2021.

Inquiry Terms and Phrases

K-2 Band	
Category	Definition
Compelling Questions	Compelling Questions "address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in questions and content with which students might have little experience" (<i>College, Career, and Civic Life</i> 163). "College, Career, and Civic Life (CC) Framework for Social Studies State Standards." National Council for the Social Studies. www.socialstudies.org/sites/default/files/2017/Jan/CC-framework-for-social-studies-rev0617.pdf . Accessed 8 June 2021.
Informed Action	"Social studies is the ideal starting ground for taking Informed Action because of its unique role in preparing students for civic life. In social studies, Informed Action is when students use intelligently knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with other people about how to define and address issues, take constructive, independent, and collaborative action, reflect on their actions, and create and sustain groups" (<i>College, Career, and Civic Life</i> 82). "College, Career, and Civic Life (CC) Framework for Social Studies State Standards." National Council for the Social Studies. www.socialstudies.org/sites/default/files/2017/Jan/CC-framework-for-social-studies-rev0617.pdf . Accessed 10 June 2021.
Inquiry-Based Learning	Inquiry-Based Learning is "an approach to solving problems and involves the application of several [problem-solving] skills. Inquiry-based learning emphasizes active

Glossary K-12

	<p>(CambridgeDictionary.org, "Source").</p> <p>"Source." <i>Cambridge Advanced Learner's Dictionary & Thesaurus</i>, Cambridge University Press, 2021. CambridgeDictionary.org, dictionary.cambridge.org/us/dictionary/english/source. Accessed 7 June 2021.</p>
Supporting Questions	<p>Supporting questions are "intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response" (College, Career, and Civic Life 111).</p> <p>"College, Career, and Civic Life C3 Framework for Social Studies State Standards." <i>National Council for the Social Studies</i>, www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf. Accessed 8 June 2021.</p>

Terms and Phrases Appearing in the Standards and Objectives

Term/Phrase from the Standard	Definition with Source
Absolute Location	<p>Absolute Location is the specific location on Earth as identified by the latitude and longitude (e.g., North Carolina State Capitol is located at 35.7804° N, 78.6391° W) (NationalGeographic.org, "Location").</p> <p>"Location." <i>Encyclopedic Entry</i>, Resource Library, 2012. NationalGeographic.org, www.nationalgeographic.org/encyclopedia/location/. Accessed 6 June 2021.</p>
Adversarial	<p>Adversarial is "involving opposition or disagreement" (CambridgeDictionary.org, "Adversarial").</p>

	<p>"Adversarial." <i>Cambridge Advanced Learner's Dictionary & Thesaurus</i>, Cambridge University Press, 2021. CambridgeDictionary.org, dictionary.cambridge.org/us/dictionary/english/adversarial. Accessed 8 June 2021.</p>
American Exceptionalism	<p>American Exceptionalism is the belief that America is different, perhaps better, than other countries. (CambridgeDictionary.org, "American Exceptionalism").</p> <p>"Exceptionalism." <i>Cambridge Advanced Learner's Dictionary & Thesaurus</i>, Cambridge University Press, 2021. CambridgeDictionary.org, dictionary.cambridge.org/us/dictionary/english/exceptionalism. Accessed 8 June 2021.</p>
American Identity	<p>American Identity refers to the ways in which individuals living in the United States of America define themselves through "artistic expression, ethnic traditions, work and play, and home and community." (<i>National Museum of American History</i>) To clearly define American identity is a complex undertaking because "there are no definitive answers when it comes to identity." However, lessons involving the concept of American identity "should include topics like American founding principles, our governing institutions and how they work, our successes and failures, the duties of citizenship, and the struggles for liberty at home and abroad" (Visuals).</p> <p>"American Identity." <i>National Museum of American History</i>, www.nmnh.si.edu/resources/american-identity. Accessed 6 June 2021.</p> <p>Wash, Christine. "Crafting a Common Narrative in a Diverse Democracy." <i>George W. Bush Presidential Center</i>, www.bushcenter.org/publications/articles/2012/02/02/democracy-and-liberty-in-a-common-narrative-in-a-diverse-democracy.html. Accessed 6 June 2021.</p>
Artistic Expression	<p>Artistic Expression describes ways in which artists convey emotions through "fictional, literary and other representational works of art" (Quora).</p> <p>Davis, Stephen. "Artistic Expression." <i>Thesaurus Encyclopaedia of Philosophy</i>, www.thefreedictionary.com/articles/thematic/artistic-expression/v-1. Accessed 6 June 2021.</p>

Xenophobia	<p>Xenophobia is the "extreme dislike or fear of foreigners, their customs, their religions, etc." (CambridgeDictionary.org, "Xenophobia"). Xenophobia is characterized by "hostile attitudes or aggressive behavior toward people of other nationalities, ethnic groups, regions, or neighborhoods" (TheFreeDictionary.com, "Xenophobia").</p> <p>"Xenophobia." <i>APA Dictionary of Psychology</i>, American Psychological Association, 2010. APA.org, dictionary.apa.org/xenophobia. Accessed 6 June 2021.</p> <p>"Xenophobia." <i>Cambridge Advanced Learner's Dictionary & Thesaurus</i>, Cambridge University Press, 2021. CambridgeDictionary.org, dictionary.cambridge.org/us/dictionary/english/xenophobia. Accessed 6 June 2021.</p>
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Strand Maps K-12

The North Carolina Standards for Social Studies Strand Maps

History Strand

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 History strand of each course in the K-12 North Carolina Standard Course of Study (SCOS). The History 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:

- Column one:** Identifies the grade or course
- Column two:** Identifies the objective listed for the strand of a grade or course
- Column three:** 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.
- Column four:** Identifies 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. In the history and geography strands, the skills that should be acquired by the end of a grade band are identified where applicable.

History is the "study of past events, particularly in human affairs" ([Lexico.com](https://www.lexico.com/en/definition/history), "History"). The study of history considers events of a "particular period, country, or subject" ([CambridgeDictionary.org](https://www.cambridge.org/us/dictionary/english/history), "History").

"History." *Advanced Learner's Dictionary & Thesaurus*, Cambridge University Press, 2021. [CambridgeDictionary.org](https://www.cambridge.org/us/dictionary/english/history), dictionary.cambridge.org/us/dictionary/english/history. Accessed 7 June 2021.

"History." *Lexico.com*, 2019, www.lexico.com/en/definition/history. Accessed 7 June 2021.

Grade/Course	Objective	Concepts	Grade Band Understanding of Concepts
K	K.H.1.1 Exemplify ways in which people change over time	<ul style="list-style-type: none"> People Change Time 	GRADE K-2 Concepts <ul style="list-style-type: none"> History Change Historical Event
	K.H.1.2 Explain how various events have shaped history	<ul style="list-style-type: none"> Event Shape History 	

1st	K.H.1.3 Compare life in the past to life today within the home, community, and around the world	<ul style="list-style-type: none"> Life Home Community World 	<ul style="list-style-type: none"> Historical People Common Conceptual Threads <ul style="list-style-type: none"> History People Change Understandings <ul style="list-style-type: none"> People and places change over time. The historical contributions of people and events to communities locally and around the world. 	
	1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various communities and communities around the world over time	<ul style="list-style-type: none"> Experience Achievement People History Contribution Change Community World Time 	<ul style="list-style-type: none"> Primary Source Secondary Source Event Multiple Perspectives History 	Skill Development <ul style="list-style-type: none"> Grade 1 is the first time students are expected to begin their formal introductions into using primary and secondary sources (historical documents, artifacts, etc.) to begin learning about and determining perspective.
2nd	2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history	<ul style="list-style-type: none"> Contribution Group History 	<ul style="list-style-type: none"> Historical Event History 	GRADE 3-5 Concepts <ul style="list-style-type: none"> People Historical Event/Event
	2.H.1.2 Explain ways in which various historical events have shaped American history	<ul style="list-style-type: none"> Historical Event History 	<ul style="list-style-type: none"> Perspective Time Primary Source Secondary Source 	
	2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources	<ul style="list-style-type: none"> Experience Achievement Group Development Local Community 	<ul style="list-style-type: none"> Primary Source Secondary Source 	

North Carolina Department of PUBLIC INSTRUCTION

3rd	3.H.1.2 Explain the lasting impact historical events have had on local communities	<ul style="list-style-type: none"> Historical Event Local Community 	<ul style="list-style-type: none"> Role Perspective Change Women Minority 	Common Conceptual Thread <ul style="list-style-type: none"> People Historical Event/Event
	3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities	<ul style="list-style-type: none"> Primary Source Secondary Source Interpretation Event Symbol Community 	<ul style="list-style-type: none"> Historical Event Primary Source Secondary Source Interpretation Event Symbol Community 	
4th	4.H.1.1 Explain the ways in which minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina	<ul style="list-style-type: none"> Minorities Indigenous Group Marginalized People Change Innovation 	<ul style="list-style-type: none"> Role Women Racial Group Indigenous Population History 	Skill Development <ul style="list-style-type: none"> Both Grade 4 and Grade 5, expect students to continue to build upon the use of primary and secondary sources to determine perspective.
	4.H.1.2 Summarize the changing roles of women, indigenous populations, and racial groups throughout the history of North Carolina	<ul style="list-style-type: none"> Role Women Racial Group Indigenous Population History 	<ul style="list-style-type: none"> Revolution Beliefs Resistance 	
	4.H.1.3 Explain the ways in which revolutions, reform, and resistance have shaped North Carolina	<ul style="list-style-type: none"> Revolution Beliefs Resistance 	<ul style="list-style-type: none"> Role Conflict Event History 	
	4.H.1.4 Summarize the role North Carolina played in major conflicts and events in the history of America	<ul style="list-style-type: none"> Role Conflict Event History 	<ul style="list-style-type: none"> Multiple Perspective Historical Event Primary Source Secondary Source 	
5th	4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina	<ul style="list-style-type: none"> Multiple Perspective Historical Event Primary Source Secondary Source 	<ul style="list-style-type: none"> Significance Symbol Perspective 	5th <ul style="list-style-type: none"> Women
	5.H.1.1 Explain the ways in which women...	<ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Significance Symbol Perspective 	

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Crosswalks K-12

North Carolina Social Studies K-12 Standard Course of Study Crosswalks

Kindergarten Social Studies 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.**

While the new Social Studies NCSCOS (2021) for **Kindergarten** 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, thematically, or based on periodization. The five strands provide the disciplinary lenses teachers should use to facilitate a more intentional study of the big ideas and understandings of social studies. Social studies educators are tasked to remember that the events of history do not occur in a vacuum and that when social studies is taught, it should include teaching about the impact, influence, and implications of government, politics, geography, economics, and the behavioral sciences.

CROSSWALK: KINDERGARTEN INQUIRY STRAND

****Important to Note:** There were no historical thinking skill standards written into the 2010 K-5 Social Studies content standards. Therefore, there may not be any correlating objectives that crosswalk to the NEW INQUIRY indicators of the 2021 Social Studies Standards for this course.

NEW SCOS (2021)		NEW SCOS (2021)	OLD SCOS (2010)
Focus of New 2021 Inquiry Indicators	Category	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)
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade	Compelling Questions	I.1.1 Identify inquiry as a process to answer questions and solve issues I.1.2 Recognize a compelling question with prompting and support I.1.3 Explain why or how a compelling question is important to a topic or issue	

Band: Teachers should be encouraged to use these indicators in every grade level.	Supporting Questions I.1.4 Identify what questions are needed to support the compelling question. I.1.5 Recognize how supporting questions connect to compelling questions.	I.1.4 Identify what questions are needed to support the compelling question. I.1.5 Recognize how supporting questions connect to compelling questions.	
	Gathering and Evaluating Sources I.1.6 Demonstrate an understanding of facts, concepts, and other details in sources. I.1.7 Identify the information supporting a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	I.1.6 Demonstrate an understanding of facts, concepts, and other details in sources. I.1.7 Identify the information supporting a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	
	Developing Claims and Using Evidence Starting in Grade 3.		
	Communicating Ideas I.1.8 Construct responses to compelling questions using information from sources.	I.1.8 Construct responses to compelling questions using information from sources.	
Taking Informed Action I.1.9 Identify problems related to the compelling question that students think are important.	I.1.9 Identify problems related to the compelling question that students think are important.		

FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
OLD SCOS (2010)	NEW SCOS (2021)	NEW SCOS (2021)	OLD SCOS (2010)
Overall Focus of Old 2010 Standard K.C.1 Understand how individuals are similar and different.	New 2021 Standard K.K.1 Understand cultural practices in local communities and around the world.	Overall Focus of New 2021 Standard K.B.1 Identify cultural practices in local communities and around the world. K.B.2 Compare cultural practices of people in local communities and around the world. K.B.3 Summarize.	Old 2010 Objectives K.C.1.2 Explain the elements of culture. K.C.1.2 Explain the elements of culture.

		stories that illustrate how positive character traits such as empathy, resilience, and respect help people contribute to their community.	
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FOCUS OF THE STANDARD		CROSSWALK OF THE OBJECTIVES	
OLD SCOS (2010)	NEW SCOS (2021)	NEW SCOS (2021)	OLD SCOS (2010)
Overall Focus of Old 2010 Standard K.C&G.1 Understand the roles of a citizen.	New 2021 Standard K.C&G.1 Understand that people work together to create and follow rules.	Overall Focus of New 2021 Standard K.C&G.1 Explain why people follow rules in the classroom, school, and community. K.C&G.2 Identify ways people follow rules in the classroom, school, home and neighborhood. K.C&G.3 Identify the consequences of following or not following rules in the classroom, school, and community. K.C&G.4 Use a procedure for how people can effectively work together to improve classrooms and communities.	Old 2010 Objectives 1.C&G.1 Explain why rules are needed in the home, school, and community (Formally in 1st grade). K.C&G.1.3 Explain why citizens obey rules in the classroom, school, home and neighborhood. K.C&G.1.3 Explain why citizens obey rules in the classroom, school, home and neighborhood.

K-5 Unpacking

NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 5

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies

Standards: View the Glossary of Instructional Terms [\[The link will be provided upon approval from the State Board of Education.\]](#)

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry S.5

The inquiry indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5, students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	1.1.1 Identify content required to provide an answer to compelling questions. 1.1.2 Construct compelling questions that engage inquiry with peers.
Supporting Questions	1.1.3 Understand how responses to supporting questions generate responses to compelling questions. 1.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	1.1.4 Organize relevant information from primary and secondary sources using the origin, authority, purpose, timeliness, reliability, and content of the sources to guide the selection.
Developing Claims and Using Evidence	1.1.7 Evaluate claims in response to compelling and supporting questions. 1.1.8 Accurately cite information from sources when making claims.
Communicating Ideas	1.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	1.1.11 Identify ways to address problems related to the compelling question.

The time period and focus for this course is from pre-colonial through the present day.

Unpacking the Behavioral Science Objectives

Standard 5.B.1 Understand ways in which values and beliefs have influenced the development of the United States

Overarching Concepts: Values and Beliefs, Development, United States

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
5.B.1.1 Explain how traditions, social structures, and artistic expression have contributed to the unique identity of the United States.	Students must be able to demonstrate knowledge and understanding of how traditions, social structures, and artistic expression have influenced the identity of the United States.	Artistic expressions are often used to express the values, traditions, and religious beliefs of cultures within a nation. Diverse cultures are valuable to the development of the identity of a nation.	How the identity of the United States was shaped by various traditions. How the identity of the United States was shaped by social structures. How the identity of the United States was shaped by artistic expression.	Artistic Expressions <ul style="list-style-type: none"> • Music/Dance and Fashion of the Roaring 20s • Jazz music • Spanish crafts and traditions • Top of the Underground Railroad • Freedom Quilts • Quilt making • Painting • Music • Murals • Poetry • Poetry and dramatic productions • Harlem Renaissance • Arts and dance from various American Indian Tribes Traditions <ul style="list-style-type: none"> • Southern Traditions • Creole • Cajun • Gullah • Indigenous 	Students learn about 6 Indigenous tribes from across the United States (Oneida, Iroquois, Powhatan, one Northwestern, one Southeastern, one Hawaiian, and one Northwestern/Alaskan). Based on their research, students describe how the beliefs and traditions of each tribe influenced the culture of the various regions of the United States. Students study the origins of jazz music in the United States and create a multimedia presentation that demonstrates how jazz music has contributed to the unique identity of the United States. Students read about the roles of women during World War II and research issues the

Closing

- Request approval of the K-12 Glossary, Strand Maps, Crosswalk, and K-5 Unpacking Documents
- Return in July for approval of the Professional Development (PD) plan and additional Unpacking Documents:
 - Grades 6-8
 - American History
 - World History
 - Economics and Personal Finance (EPF)
 - Founding Principles of the United States and North Carolina: Civic Literacy

