

NORTH CAROLINA UNPACKING DOCUMENT FOR KINDERGARTEN

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 K-2

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 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 2 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 | 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 |
| 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 |
| Gathering and Evaluating Sources | I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources I.1.7 Identify the information surrounding 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 | <i>Starting in Grade 3</i> |
| Communicating Ideas | 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 |

This grade level does not have a specific time period of focus.

Unpacking the Behavioral Science Objectives

Standard K.B.1 Understand cultural practices in local communities and around the world

Overarching Concepts: Culture, Community, World

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
|---|--|--|---|---|---|
| <p>K.B.1.1 Identify cultural practices in local communities and around the world</p> | <p>Students must be able to show they can recognize or point out practices from different cultures in various places around the world.</p> | <p>Different cultures can be found in local communities as well as in various parts of the world</p> <p>Diverse cultures may be explored through language, dress, food, art, music, or other interests</p> | <p>The elements of culture</p> <p>People from diverse cultures speak, dress, and eat differently</p> <p>Ways connections are made from one culture to another</p> | <p>Types of food eaten and not eaten</p> <p>Types of clothing</p> <p>Traditional stories of a culture</p> <ul style="list-style-type: none"> ● Myths ● Legends ● Folklores ● Fairy Tales <p>Types of housing</p> <p>Cultural practices related to the environment and how people live (homes built on pylons in areas that are prone to flooding)</p> <p>Personal gestures</p> <ul style="list-style-type: none"> ● Eye contact ● Extending hands ● Bowing <p>Ways families live and interact with each other</p> <ul style="list-style-type: none"> ● Amish ● Moravians | <p>Students identify at least two facts about a celebration. Students may dictate sentences to the teacher.</p> <p>Students are given a document with pictures of different types of cultural practices and non-cultural practices, and circle the pictures they think identify cultural practices.</p> <p>Students complete a bubble map for a given culture and draw pictures in the bubbles to show their understanding of cultural practices.</p> |

| | | | | <ul style="list-style-type: none"> • Carib Tribe of Venezuela • Bantu people <p>American Indian Powwow (season depends on the tribe)</p> <p>Celebrations</p> <ul style="list-style-type: none"> • Easter • Ramadan • Juneteenth • Chinese New Year • Green Corn Festival • Hanukkah • Kwanzaa • St. Lucia | |
|---|---|---|--|--|---|
| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.B.1.2 Compare cultural practices of people in local communities and around the world | Students must be able to examine practices of at least two different cultures and point out similarities and differences. | <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>The ways people from different cultures speak, dress, and eat</p> <p>Examples of different cultures that exist in communities</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 | <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</p> |

| | | Cultural traditions and celebrations of different groups influence the development of local communities | | <ul style="list-style-type: none"> ○ Myths ● Housing ● Holidays ● Schools ● How birthdays are celebrated | <p>diagrams to compare cultural practices of diverse people groups. The teacher provides pictures or digital images to place on the charts.</p> <p>As a group, students discuss holidays or traditions they have at home and compare those with other classmates. Students work with a partner. On a paper divided in half, the partners draw pictures of their holiday or tradition and discuss how they are similar or different.</p> |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities | Students must be able to show they can orally summarize (not retell) the main point or basic idea about a story that deals with positive character traits. | <p>People who practice positive character traits such as empathy, resilience, and respect can make positive changes in the world</p> <p>Healthy relationships depend on honesty, fairness, and being considerate of others when playing</p> <p>Traits of positive</p> | <p>Examples of positive character traits</p> <p>Ways in which positive character traits can help contribute to a community</p> | <p>Stories featuring:</p> <ul style="list-style-type: none"> ● Empathy ● Resilience ● Respect ● Courage ● Honesty ● Kindness ● Cooperation ● Helpfulness ● Creativity ● Inventivity ● Responsibility ● Generosity | Students participate in a discussion explaining how a character in a book demonstrated character traits that contributed positively to the community. Students, orally or in writing, give a summary of the main idea or point of the book. |

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| | | relationships are qualities of a good citizen Stories can be used to share examples of good character | | | Students listen to a book with a character that demonstrates empathy. Students help the teacher write a newspaper headline that gives a summary of how the main character's actions impacted his/her community. After listening to a story, students use a storyboard template to create a series of images that summarize the story. |
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Unpacking the Civics and Government Objectives

Standard K.C&G.1 Understand that people work together to create and follow rules

Overarching Concepts: People, Creation, Rule

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
|--|---|--|---|---|---|
| K.C&G.1.1 Explain why people follow rules in the classroom, school, and community | Students must be able to demonstrate an understanding of the motivations for following rules in various settings. Students must be able to demonstrate an understanding of the effects of following rules in various settings. | People may follow rules in order to avoid negative consequences or to earn rewards When people follow rules, classrooms, schools, and communities may function more efficiently | Why rules are needed Examples of rules for the classroom, school, and community The difference between rules and laws | Home rules <ul style="list-style-type: none"> Rules in my house Rules for playing outside Rules at my friends' and/or relatives' homes School rules <ul style="list-style-type: none"> Inside rules Outside rules Cafeteria rules | As a group, students create a cause-and-effect chart of what could happen if someone didn't follow a particular rule (e.g., running in the classroom, falling, and getting hurt). As a group, students create a cause-and-effect chart of positive |

| | | Rules can help people to be safe and communities to maintain order | | <ul style="list-style-type: none"> • Bus rules • Classroom rules <p>Community rules</p> <ul style="list-style-type: none"> • Park rules • Playground rules • HOAs/ neighborhood rules <p>Consequences for failure to follow rules</p> | <p>outcomes from following rules (e.g., “I put on my seatbelt; I didn’t get hurt in the car accident”).</p> <p>On a sheet of paper, students draw a picture of themselves following a rule in a place, like the school or classroom. Students dictate a sentence to the teacher about the importance of following that rule and what might happen to them if they don’t.</p> |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community | Students must be able to come up with their own examples of ways people follow rules in various settings. | <p>People may follow rules differently in different places</p> <p>Obeying rules can provide safety in the classroom, school, home, and neighborhood</p> | <p>Rules are different in different locations</p> <p>Rules help maintain order</p> <p>Examples of rules for the classroom, school, and community</p> | <p>Rules</p> <ul style="list-style-type: none"> • School vs. home • School vs. neighborhood • Home vs. neighborhood • Spoken vs. unspoken rules <p>Rules when driving or riding in a car or on a bike</p> <ul style="list-style-type: none"> • Follow the speed limit • Put on seatbelt • Stop for red lights and stop signs | <p>Using paper divided into fourths, students draw images of citizens obeying classroom, community, home, and neighborhood rules.</p> <p>Students are given two sticky notes to draw or write new rules they think would keep them safe at school, at home, or in the community.</p> <p>The teacher divides students into small groups and assigns each group a place: bus,</p> |

| | | | | <p>Bus rules</p> <p>Playground rules</p> <p>Park rules</p> <p>Social rules</p> <ul style="list-style-type: none"> • Say please and thank you • Take turns when talking • Apologize when necessary • Cooperate | <p>playground, home, classroom, or cafeteria. The teacher instructs each group to think of two rules or laws that are specific to their place. Each group shares their thoughts with the rest of the class. After sharing their thoughts, students change or create a rule they think would keep them safe.</p> <p>After reading a book about a character who struggles to follow the rules, students discuss the character's struggles and write a rule they think the character might be able to follow.</p> |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| <p>K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community</p> | <p>Students must be able to show they can recognize or point out what happens in various settings when rules are not followed.</p> | <p>Disobeying rules can have different consequences depending on the setting</p> <p>Disobeying rules often has negative consequences</p> <p>Following rules can</p> | <p>Examples of rules for the classroom, school, and community</p> <p>Examples of consequences for not following the rules</p> | <p>Breaking rules</p> <ul style="list-style-type: none"> • Injuries • Punishments • Harming others • Rewards • Speeding tickets • Fines <p>Following rules</p> <ul style="list-style-type: none"> • Personal satisfaction | <p>The teacher reads a book about a character that broke the rules for a good reason. Students brainstorm ideas about when it may be acceptable to break the rules.</p> <p>After reading a book about a character that</p> |

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| | | <p>help people be safe and communities maintain order</p> <p>There are often benefits when rules are followed</p> | | <ul style="list-style-type: none"> ● Praise ● Reward/treat ● Staying safe | <p>did not follow the rules, the students discuss how the character broke the rules and what consequences the character faced.</p> <p>The teacher poses a scenario about a child that didn't follow the rules at home. On a sheet of paper divided into fourths, students draw four illustrations showing how the student broke the rules at home. Students write or dictate a sentence for each picture explaining the possible consequences of his/her actions.</p> <p>The teacher provides students with photographs depicting someone breaking the rules. Students work in pairs to identify the possible outcomes of the rule being broken.</p> <p>As a class, students brainstorm ways in which actions may have a negative impact on others. Students make a list of what might</p> |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
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| <p>K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities</p> | <p>Students must be able to identify ways people work together effectively.</p> <p>Students must be able to show that they can use these ways, along with good character traits and practices, to work with others in their classroom and in their community.</p> | <p>Procedures for behavior can help people work together effectively</p> <p>An orderly way of doing things can help keep people safe</p> | <p>Examples of how people work together</p> <p>Examples of rules for the classroom, school, and community that encourage collaboration</p> <p>Examples of ways that classrooms and communities could be improved</p> | <p>Classroom</p> <ul style="list-style-type: none"> • Respecting personal space, property, classroom, and community materials • Voting or agreeing on rules • Creating class contracts • Listening to others • Not talking when others are talking <p>Community</p> <ul style="list-style-type: none"> • Clubs adopting a highway for clean-up • Sponsoring a food drive for the community • Collecting used books for a local free, little library • Volunteering to help senior citizens with yard work and errands | <p>happen if no one in the classroom or community took responsibility for their actions.</p> <p>With prompting and support from the teacher, students create a poster or anchor chart that shares ideas about how to respect others and work with others in shared spaces (e.g., home, school, church, stores, library).</p> <p>After reading a book depicting conflict between friends, students create a plan listing the things friends can do to change their behaviors to successfully work together.</p> <p>As a class, discuss an issue in the classroom or community that needs to be addressed to ensure areas remain orderly and safe (e.g., trash thrown on the floor or litter in the park). The teacher</p> |

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| | | | | | guides students in a conversation about the problem. The class observes and gathers information over time about the problem. Finally, the students work together to determine a procedure to fix the current problem (e.g., changing the locations of trash cans). |
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Unpacking the Economics Objectives

Standard K.E.1 Analyze basic economic concepts

Overarching Concepts: Needs, Wants, Goods, Services

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
|---|---|--|--|--|--|
| K.E.1.1 Differentiate between needs and wants | Students must be able to point out the differences between a need and a want. | Needs and wants determine how people spend money and make financial decisions The things people want may not be the best things to meet their needs When people prioritize the things they need, they may not have enough resources to also get things they want | Examples of needs Examples of wants | Needs in life <ul style="list-style-type: none"> • Food • Water • Shelter • Air • Love • Safety • Clothing Wants in life <ul style="list-style-type: none"> • Toys • Televisions • Electronics • Name-brand clothes or shoes • Vacations/trips Wants for | Students sort items or pictures into wants and needs. Through discussion, students explain why each item is a need or a want. As a class, students create a list of wants and needs, and discuss items on the list that could be a want for some and a need for others. After studying wants and needs, students complete the sentence: "I really want a ____, but I |

| | | | | some/Needs for others <ul style="list-style-type: none"> • Car • Bicycle • Phone • Access to internet | need a ____.” Students illustrate their work and share their ideas with classmates. The teacher provides students with a set of cards with images of wants and needs. The teacher shuffles the cards and lays them face down on the table, one-by-one. Students take turns turning over two cards trying to match a need with another need and a want with another want. If a student makes a match, he/she gets another turn. If he/she does not, it is the next player's turn. |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.E.1.2 Differentiate between goods and services | Students must be able to point out the differences between a good and a service. | People in the community provide goods and services Goods are tangible items and services are activities provided by people | Examples of goods Examples of services | Goods <ul style="list-style-type: none"> • Groceries • Cars • Clothes • Electronics • Toys • School supplies Services <ul style="list-style-type: none"> • Teaching • Fire fighting • Electricity • Trash pick-up | Looking at pictures, students circle pictures that are examples of “goods” and draw a square around the pictures that are examples of “services.” The teacher shows students a food commercial. After watching the commercial, the class |

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| | | | | <ul style="list-style-type: none"> ● Plumbing ● Electrician ● Hairstylist/ barber ● Mechanic ● Police officer ● EMS/firefighters ● Mail/Amazon/ DoorDash delivery ● Bus driver ● Uber/Lyft | <p>has a discussion calling out the goods and services they saw. The teacher records the students' responses on chart paper.</p> <p>The teacher provides students with pictures of a good or service on a piece of paper. Students use this piece of paper as their stimulus. Students crumple their papers, and have a paper wad toss. Students pick up one of the paper balls, "read" what is written, and decide if it is a good or a service.</p> |
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Unpacking the Geography Objectives

Standard K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings

Overarching Concepts: Geographic Representations, Tools, Terms, Surroundings

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
|--|--|--|---|--|--|
| K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world | <p>Students must be able to use the tools of a geographer to locate familiar places in the classroom, school, community, and around the world.</p> <p>Students must be able to use the tools of a geographer to locate</p> | <p>Representations of places can help people determine location</p> <p>Maps and other geographic representations and tools can be used to locate specific places in the classroom,</p> | <p>How to locate things on a map, globe, or digital representation</p> <p>Maps and globes are both representations of locations</p> <p>How to properly use geographic terminology such as place, map,</p> | <p>School maps</p> <p>Community maps</p> <p>Maps of public spaces</p> <p>State and national maps</p> <p>International maps</p> | <p>Students use a map, globe, or other simple geographic model to create a route to a specific location.</p> <p>Students use a map created by the teacher to find a treasure hidden at the school.</p> |

| | unfamiliar places in the school, community, and around the world. | school, community, and world | directions, etc. | Field trip maps Park maps Treasure maps Aerial photographs Satellite images Globes Atlases Parts of a map <ul style="list-style-type: none"> • Title • Legend • Compass • Scale indicator | With the teacher, students read a book about maps. Students choose an item from the classroom to hide from the other classmates. Groups work to create a map for their classmates to follow to find the hidden object. When presented with aerial maps or satellite images of the community, students locate and label places important to the community. When looking at a picture of a globe, students label or color-code the land, water, equator, North pole, and South pole. |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations | Students must be able to show they can recognize or point out symbols used to denote things like elevation, vegetation, or political boundaries on a map, globe, or digital representation. | Maps can help people understand the types of physical features that exist in different places around the world Geographic representations may differ in accuracy as they relate to the size | Globes and maps can be used to locate land and water features Examples of physical features | Rivers Lakes Mountains Oceans Plains Valleys | The teacher chooses a location on the map for students to explore. The students are asked to point to various physical features on maps, globes, and/or other digital representations. Looking at a map of the North Carolina Zoo or |

| | | of physical features and their relation to one another | | Islands Rural/farmlands Streams Symbols on maps | other local park, students identify bodies of water, paths, and areas of vegetation. The teacher asks students to identify aerial images of physical features they can see (e.g., rivers, cities, farm lands, ocean, mountains, etc.). |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.G.1.3 Identify locations in the classroom, community, and around the world with positional words | Students must be able to show they can recognize or point out locations using positional words (e.g., north, south, left, right, near, far, etc.). | Positional words can be used to help describe the location of people, places, and things in relationship to each other People may determine where they are based on the location of things around them | Positional words are used to locate specific places How positional words are used to locate places | Left/right Near/far Inside/outside Beside/next to In front of/across/behind North/South/East/West Above/below Between Over/under Diagonal | With a map of the community, students find the location of their home, school, and/or other places of importance in their lives using words like left, right, near, far, etc. Using North Carolina as a reference on a globe, students indicate the location of another place, using appropriate positional words (e.g., Canada is North of us or above us on the globe). |

Standard K.G.2 Understand interactions between humans and the environment

Overarching Concept: Interaction, Human, Environment

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
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| <p>K.G.2.1 Explain ways people around the world use natural resources</p> | <p>Students must be able to demonstrate understanding of natural resources.</p> <p>Students must be able to point out reasons that people use natural resources.</p> | <p>Natural resources play a role in what countries produce</p> <p>People use the environment to meet the basic needs and wants for shelter, food, and clothing</p> | <p>Examples of natural resources</p> <p>How different natural resources are used</p> | <p>Land</p> <ul style="list-style-type: none"> ● Minerals ● Metals ● Trees/lumber ● Soil ● Coal/fossil fuels ● Plants ● Animals ● Stones <p>Water</p> <ul style="list-style-type: none"> ● Electricity ● Drinking <p>Air</p> <ul style="list-style-type: none"> ● Electricity/wind energy ● Breathing | <p>The teacher takes students on a natural resource walk around the school. Students make a list or draw items they find interesting. As a class, brainstorm the natural resources used to create the items students discovered.</p> <p>As a class, create a bubble map depicting ways in which the class uses natural resources (e.g. ways they use water).</p> <p>Each student is given a picture of a natural resource that people use. The teacher plays a short sample of music while students move about the room. When the music stops, students talk to the person nearest to them about the resource in their picture. Students must identify the resource and how that resource is used by people.</p> |

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
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| <p>K.G.2.2 Explain how the environment influences people to move from place to place</p> | <p>Students must be able to demonstrate an understanding of the ways environments affect where people live and how they move from place to place.</p> | <p>People may move to a place because they like the environment</p> <p>People may move away from a place because they don't like the environment</p> <p>People may move to, or away from, a place because the natural resources may or may not help them meet their needs</p> | <p>Types of environments in which people live</p> <p>Examples of why people would choose to move to a new location</p> <p>Examples of why people would choose to move away from a location</p> | <p>Climate</p> <ul style="list-style-type: none"> ● Tropical ● Dry ● Temperate ● Continental ● Polar <p>Natural resources</p> <p>Safety (from environmental dangers)</p> <p>Fleeing natural disasters</p> <p>Health needs</p> <ul style="list-style-type: none"> ● Asthma ● Medical centers ● Arthritis | <p>Students work together to create a list of ideas of how a tree could be used to create products that humans use around the world each day.</p> <p>As a class, students create a list of reasons why people move. Students narrow the list to identify environmental reasons people move away.</p> <p>The teacher creates and reads brief scenarios describing reasons a person moved from one place to another. Students identify the scenarios that describe environmental influences. The teacher writes the reasons the students share on chart paper.</p> <p>After studying an event (push or pull), students share how the environmental factors impacted a person's decision to move.</p> |

Unpacking the History Objectives

Standard K.H.1 Understand change over time

Overarching Concepts: Change, Time

| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
|--|---|---|--|--|--|
| K.H.1.1 Exemplify ways in which people change over time | Students must be able to provide examples of ways people change over time. | <p>Historical events may contribute to how people change and grow over time</p> <p>Lives of people today may exhibit similarities to the lives of people who lived in the past</p> <p>Lives of people today may be different than the lives of people who lived in the past</p> | <p>Types of change</p> <p>The difference between past, present, and future time periods</p> <p>Examples of change of themselves and others</p> | <p>People change</p> <ul style="list-style-type: none"> • Ages • Heights • Jobs • Homes • Neighborhoods • Family structures • Opinions • Hair <p>Things change</p> <ul style="list-style-type: none"> • Transportation • Communication • Technology • Schools • Homes • Medicines • Ideas | <p>After discussing different kinds of changes that may occur in people's lives, students use pictures to document examples of how they have changed over time.</p> <p>The teacher presents students with pictures of how classrooms have changed over time. Students then draw an example of a classroom of the future.</p> <p>As a class, list three ways families have changed over time. Students draw a then-and-now picture to illustrate one of the ways.</p> |
| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| K.H.1.2 Explain how various events have shaped history | Students must be able to demonstrate an understanding of the ways different events have impacted history. | <p>Events can impact history in different ways</p> <p>Some events have a positive impact on</p> | <p>History is shaped by different events</p> <p>Examples of how events shape history</p> | <p>Pandemics</p> <p>Inventions</p> <p>9-11</p> | <p>The teacher gives students images of an event that happened in the past. The students work to order the images, sequencing the</p> |

| | | <p>history</p> <p>Some events have a negative impact on history</p> <p>Some events have a bigger impact on shaping history than others</p> | | <p>Actions of various historical people and heroes</p> <p>War</p> <p>Founding of a town or nation</p> <p>Elections</p> <p>Space exploration</p> <p>Natural disasters</p> <p>Sports (Olympics)</p> <p>Discoveries</p> | <p>details of the event. Students then explain how it has helped shape history.</p> <p>After studying historical events, students choose an event and draw a before/after picture. Students explain what happened during the event and how things changed afterwards.</p> |
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| Objective | Mastery of the Objective | Students Will Understand | Students Will Know | Example Topics | Examples of Formative Assessment |
| <p>K.H.1.3 Compare life in the past to life today within the home, community, and around the world</p> | <p>Students must be able to discuss the similarities and differences between life in the past and life today, making sure to use examples from different places.</p> | <p>The ways in which people live, work, and play can change over time</p> <p>New inventions may cause people to change the way they live</p> | <p>Similarities and differences between life in the past and life today</p> <p>Similarities and differences between places in the past and places today</p> | <p>Housing</p> <p>Food</p> <ul style="list-style-type: none"> ● Production ● Farming ● Preserving <p>Clothing</p> <p>Entertainment</p> <ul style="list-style-type: none"> ● Theater ● Television ● Gaming system ● Radio ● Styles of music ● Schools and education | <p>The teacher guides students through an activity using a Venn Diagram for comparison. Students use the Venn Diagram to compare life in the past to life today. The teacher should choose topics in which the children can relate (e.g., clothing, technology).</p> <p>Students draw pictures to show how a topic (such as farming) in the past is similar and/or</p> |

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| | | | | <ul style="list-style-type: none"> • Sporting event • Medicine • Technology • Mobile phone • Internet <p>Transportation</p> <ul style="list-style-type: none"> • Trains • Airplanes • Cars • Cruise ships • Cargo ships | different from the topic (such as farming) in the present. |
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