



## NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR KINDERGARTEN

The Extended Content Standards in the Kindergarten course, *The World Around Us* support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

In this course, students will learn how they are connected to the world around them. Students will also have the opportunity to look for ways that they can be civic-minded and make change happen within their own classroom and school.

Through their study of behavioral sciences, students will become acquainted with diverse cultures. They will also develop an awareness of the similarities and differences among individuals in the classroom as well as within the school, community, and world. Studying civics and government enables students to develop a sense of purpose regarding their role and the role of other citizens within the community and world. In economics, students will compare how people in different communities use goods from local and distant places. Kindergarten students will develop spatial awareness of their surroundings by using geographic representations, tools, and terminology to process information about the world around them. They will learn that people not only use the environment to meet their needs and wants but also that the environment often dictates where people choose to live. In history, students compare life in the past to life today within the home, community, and around the world.

**These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their Kindergarten course. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

**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
<b>Compelling Questions</b>	<b>I.1.1</b> Identify inquiry as a process to answer questions and solve issues. <b>I.1.2</b> Recognize a compelling question with prompting and support. <b>I.1.3</b> Explain why or how a compelling question is important to a topic or issue.
<b>Supporting Questions</b>	<b>I.1.4</b> Identify what questions are needed to support the compelling question. <b>I.1.5</b> Recognize how supporting questions connect to compelling questions.
<b>Gathering and Evaluating Sources</b>	<b>I.1.6</b> Demonstrate an understanding of facts, opinions, and other details in sources. <b>I.1.7</b> 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.
<b>Developing Claims and Using Evidence</b>	<i>Starting in Grade 3</i>
<b>Communicating Ideas</b>	<b>I.1.8</b> Construct responses to compelling questions using information from sources.
<b>Taking Informed Action</b>	<b>I.1.9</b> Identify problems related to the compelling question that students think are important.

Behavioral Sciences	
Standard	Extended Content Standards
<b>K.B.1</b> Understand cultural practices in local communities and around the world.	<b>ECS.K.B.1.1</b> Identify cultural practices in local communities and around the world.
	<b>ECS.K.B.1.2</b> Compare cultural practices of people in local communities and around the world.
	<b>ECS.K.B.1.3</b> Identify positive character traits such as empathy, resilience, and respect within stories.

Civics and Government	
Standard	Extended Content Standards
<p><b>K.C&amp;G.1</b> Understand that people work together to create and follow rules.</p>	<p><b>ECS.K.C&amp;G.1.1</b> Demonstrate an understanding of rules and the effects in the classroom, school, and community.</p>
	<p><b>ECS.K.C&amp;G.1.2</b> Show ways people follow rules in the classroom, school, and community.</p>
	<p><b>ECS.K.C&amp;G.1.3</b> Identify the consequences of following or not following rules in the classroom, school, and community.</p>
	<p><b>ECS.K.C&amp;G.1.4</b> Use a procedure for how people can effectively work together to improve classrooms and communities.</p>

Economics	
Standard	Extended Content Standards
<b>K.E.1</b> Analyze basic economic concepts.	<b>ECS.K.E.1.1</b> Differentiate between needs and wants.
	<b>ECS.K.E.1.2</b> Differentiate between goods and services.

Geography	
Standard	Extended Content Standards
<p><b>K.G.1</b> Apply simple geographic representations, tools, and terms to describe surroundings.</p>	<p><b>ECS.K.G.1.1</b> Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.</p>
	<p><b>ECS.K.G.1.2</b> Identify physical features of places using maps, globes, and/or digital representations.</p>
	<p><b>ECS.K.G.1.3</b> Identify locations in the classroom, community, and around the world with positional words.</p>
<p><b>K.G.2</b> Understand interactions between humans and the environment.</p>	<p><b>ECS.K.G.2.1</b> Identify natural resources and how people use them around the world.</p>
	<p><b>ECS.K.G.2.2</b> Identify different environments for where people can live.</p>

History	
Standard	Extended Content Standards
<b>K.H.1</b> Understand change over time.	<b>ECS.K.H.1.1</b> Show ways in which people change over time.
	<b>ECS.K.H.1.2</b> Identify various events in history.
	<b>ECS.K.H.1.3</b> Compare life in the past to life today within the home, community, and around the world.