### NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 1

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

## **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
Compelling Questions	I.1.2 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
Supporting Questions	I.1.5 Recognize how supporting questions connect to compelling questions
Gathering and Evaluating	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources
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	Starting in Grade 3
	L19 Capatrust reaponed to compelling questions using information from sources
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

Unpacking the Behavioral Sciences Objectives
Standard 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments
Overarching Concepts: Culture, Values, Beliefs, People, Places, Environments

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.B.1.1 Identify cultural practices and traditions in local communities and places around the world	Students must be able to show they can recognize or point out information representing cultural practices and traditions in various places around the world.	Cultural practices and traditions may be different for different people based on where they live  The way people worship, celebrate, and live their daily lives may be influenced by their values, beliefs, and family traditions	Various customs, traditions, and celebrations people observe as a part of a particular culture  Examples of how people from other cultures live, work, and play	Use diverse groups of people in different communities and places around the world to discuss some or all of the following:  • Types of food eaten and not eaten • Types of clothing • Types of housing • Types of sports/ things done for fun • Types of holiday traditions • Types of holiday celebrations • Types of superstitious beliefs • Types of cultural practices related to the environment and how people live • Types of personal gestures • Eye contact • Extending hands • Bowing • Ways families live and interact with each other • Amish • Carib Tribe of Venezuela	Students are given images of cultural practices and traditions as well as images that are not representative of cultural practices and traditions. Students identify the images that represent cultural practices or traditions. This activity may also be done with written statements or short scenarios at the appropriate reading level.  Students make a list of at least 5 different traditions people observe.  From a list, students pick cultural practices that people and groups have in common around the world.

				<ul><li>Bantu people of Sub-Saharan Africa</li></ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
Summarize ways that culturally, racially, and ethnically diverse people help shape a community	Students must be able to show they can orally, visually, or in writing, summarize (not retell) the main point or basic idea of information they have been provided about the various ways cultural, racial, and ethnic diversity helps shape communities.	The culture of the people that live in a community helps shape communities in different ways  The sharing of diverse and unique beliefs, talents, and ways of living can help create diverse communities  The diversity of a community helps contribute to the types of celebrations, traditions, and other events that may be observed	The difference between race and ethnicity  Examples of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures in their local community (and others around the world)	Various racial groups  Various ethnic groups  Various religious and cultural groups  Variety of diverse restaurants and stores within a community  Different places and denominations of worship in a community  Various holidays and festivals  Thanksgiving (Canada and USA) Fourth of July Juneteenth Chinese New Year Diwali Cinco de Mayo Occaneechi- Saponi Cultural Festival American Indian Pow Wow Rosh Hashanah Ramadan Hanukkah  North Carolina festivals	Students read a short passage, view a photograph/drawing, or watch a video depicting a festival, holiday, tradition, or other cultural practice of a person or group of people in a community. The students summarize the main idea of what they read, viewed, or watched, orally or in writing. The teacher should choose a passage, drawing, or video clip where the main idea is how people's diversity helps shape communities.  The teacher reads a children's book that tells a story about how the celebrations of a group of people have helped shape a community. Based on the story, students write a short 2-3 sentence summary of how culturally, racially,

				<ul> <li>Grandfather         Mountain Scottish         Highland Games</li> <li>Lexington BBQ         Festival</li> <li>SeaGrove Pottery         Festival</li> <li>Mayberry Days</li> <li>Azalea Festival-         Wilmington</li> <li>Brushy Mountain         Apple Festival-         Wilkesboro</li> <li>Threshers Reunion-         Denton</li> </ul>	and ethnically diverse people can help shape a community.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Sample Topics	Examples of Formative Assessment
1.B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world	Students must be able to demonstrate knowledge and understanding of the ways in which people from different places and cultures influence communities through art, music, literature, and other cultural expressions.	Art, music, and literature often illustrate the values and beliefs of diverse cultures  Art, music, and literature can enrich communities and bring diverse groups of people together  Exposure to diverse cultures through art, music, and literature can promote cultural awareness and tolerance	Examples of artistic expression  Different examples of how art, music, and literature have made meaningful contributions in various communities  Examples of how people and groups in communities spread beliefs as well as share and borrow customs or traditions	Folklore stories and legends told in different cultures, both locally and in communities around the world  • Aesop • Anansi • Johnny Appleseed • John Henry • Paul Bunyan • American Indian Folklore • Jack Tales of Appalachia  Music and musical instruments used in various cultures locally and in communities in various places around the world	The teacher creates a chart with different artistic expressions of diverse cultures listed in one column and the ways those artistic expressions contribute to the community listed in another column. Students match the expressions to how they influence a community.  Students read or listen to a story that reflects artistic expression(s) of diverse people or a culture and how it contributes to communities. The

	Music     Reggae     Country     Rock     Pop     Hip-hop/rap     Jazz     Folk     Afrobeats     Classical     Punjabi     Salsa     Calypso     Reggaeton     Samba     Instruments     Castanets     Gong     Maraca     Spoons     Steel Drums     Xylophone     Bagpipes     Fiddle/violin     Triangle     Tambourine     Horn     Guitar  Various expressions of art, paintings, artifacts, and images important to different cultures locally and in communities in various places around the world
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				<ul> <li>Graffiti</li> <li>Pottery</li> <li>Oil/watercolors</li> <li>Charcoal</li> <li>Animation</li> <li>Origami</li> <li>Stained Glass</li> <li>Quilting</li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world	Students must be able to demonstrate knowledge and understanding of how a person's or group's culture, values, and beliefs influence the ways people solve disagreements and problems.	Outcomes to disagreements or conflicts can be achieved through compromise and cooperation  A person or a group's beliefs and values may influence how they engage in solving disagreements	Examples of various ways to solve a disagreement or conflict  Examples of different values, beliefs, and cultural characteristics that may influence the way people solve problems	Examples of disagreements  Classroom Seating choices at lunch Conflict on the playground Arguments on the bus  Local Communities Traffic/driving issues Misunderstandings between neighbors Land use disputes like the location of a landfill Policy decisions of local government agencies like budgets, building restrictions, etc.  World Use and control of fresh water sources Access to waterways for	After teaching about and discussing various values and beliefs (e.g., respect for elders, respect for authority, ways of showing respect, etc.), the teacher presents students with several conflict scenarios. Students are given a list of the values and beliefs they discussed and are asked to decide what impact those values and beliefs might have on resolving each conflict scenario.  Students complete a teacher-made or readymade If/Then Chart by reading the disagreements listed in the first column and explaining possible ways to resolve the

	shipping	disagreement in the second column. This may be done orally or in writing.
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# **Unpacking the Civics and Government Objectives**

**Standard 1.C&G.1** Understand how people engage with and participate in the community **Overarching Concepts:** People, Engagement, Participation, Community

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities	Students must be able to provide examples that show their understanding of the various ways people help shape communities.	Individuals can play important roles in contributing to the safety, order, and good health of a community  The cultural practices of	Examples of people who help shape communities  Examples of ways people contribute to the development of a community	People who help shape the community	Given a list of different types of people in a community, students give the teacher an example of how each person on the list helps to shape the community. This may be done orally, through drawings, or in

individuals and	<ul> <li>Coaches</li> </ul>	writing.
groups help	<ul> <li>Police officers</li> </ul>	_
contribute to how	<ul><li>Firefighters</li></ul>	After community
communities	<ul><li>Doctors/nurses</li></ul>	members visit the class
develop and function	<ul><li>Principals &amp; teachers</li></ul>	as guest speakers,
	<ul> <li>Sanitation workers</li> </ul>	students work with a
The values and	<ul><li>Firefighters</li></ul>	partner or in small
beliefs of the people	<ul><li>Preachers/priests/</li></ul>	groups to write an
that live in a	religious leaders	informational piece
community help	<ul> <li>Store owners</li> </ul>	about them. The
shape communities	<ul> <li>Salespersons</li> </ul>	informational piece
in different ways	<ul><li>Mail persons</li></ul>	should include 2-3
	<ul><li>Forest or park</li></ul>	examples of how the
	rangers	students believe that
		person contributes to
	Ways people contribute to	the community.
	the development of a	
	community	The teacher takes
	Farming/food	students on a field trip
	production	to the fire department,
	Construction	in-person or virtually.
	Making rules &	Students create a
	laws	thinking map listing as
	Gardening/	many examples as they
	landscape • Charity	can think of that show
	<ul> <li>Charity</li> <li>worker/volunteer</li> </ul>	how the fire department
	Homeless shelters	and its workers help contribute to the
	Food pantries/food	
	banks	community.
	News reporters/	
	newspaper writers	
	Riverkeepers	
	Waste	
	management	
	services	
	Animal control	
	Forestry services	
	Arts council	
	members	
		l

				<ul> <li>Events         coordinators</li> <li>Cultural         celebrations &amp;         festivals</li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
Exemplify ways individuals and groups contribute to the making of rules and laws	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.	Rules and laws are created as a means to provide order and safety in a community  Rules are needed to maintain order in the home, school, and community  Rules often reflect the values and beliefs of the people who make them  The creation of laws may be influenced by the lived experiences of both the people who make and follow them	Various ways rules are made for the classroom and school  Various ways rules are made in the places they live  Various ways laws are made for people to follow  The various people who help to make rules and laws	Ways rules are made in classrooms/schools <ul> <li>Policies set by state</li> <li>Policies created by local school board</li> <li>Rules given by the principal or teacher</li> <li>Student/class vote</li> </ul> <li>Ways rules are made where people live         <ul> <li>Community agreement or vote</li> <li>City officials make community rules</li> <li>Homeowner Association group vote</li> </ul> </li> <li>Ways laws are made         <ul> <li>Local city councils</li> <li>County commission</li> <li>Local elections</li> <li>State Legislature (The General Assembly)</li> <li>State elections</li> <li>National Legislature (The Congress)</li> <li>National Elections</li> </ul> </li>	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.  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.

				People who help make rules/laws	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities	Students must be able to recognize or point out the differences between rights and responsibilities.  Given different examples of community settings, students must be able to point out orally, visually, or in writing, both the rights of citizens and the responsibilities of citizens in those communities.	People must balance their personal rights and freedoms with the responsibility to follow the rules and laws of a community  The rights and responsibilities of citizens are based on the individual freedoms granted by the laws of where they live	The difference between a right and a responsibility  Examples of a right  Examples of a responsibility	Rights  Property Religion Economic Legal Personal Voting Education Speech Safety  Responsibilities Respectful attitude toward all people Follow rules/obey laws Pay bills Voting Protecting the environment Completing class work/homework Working with others	The teacher gives students two lists: one with a variety of examples and non-examples of responsibilities and one with a variety of examples and non-examples of rights. On the responsibilities list, students circle the items that represent responsibilities. On the rights list, students underline the items that represent rights. Students then discuss the two lists and the differences between the two.  Students are given 10 short statements in

				<ul> <li>Civic participation</li> <li>Community service</li> </ul>	which the teacher lists both responsibilities and rights from the school/district handbook or school/district code of conduct. Students work in pairs or small groups to discuss the differences between the rights and the responsibilities identified.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.C&G.1.4 Compare various processes or strategies people can use to improve communities	Students must be able to identify and discuss the similarities and differences of strategies that can be used to help improve a community.	Individuals and groups may participate in community projects that can lead to making the community a safe and beautiful place to live  People may form groups and committees that work cooperatively to bring about positive change in the community  Strategies used to improve a community or place may take different forms	Examples of various ways people use to improve the local environment and places where they live  Similarities and differences between strategies used to improve a community	Stories that encourage community improvement  Civic action that can help address community challenges  • Election poll volunteer  • Volunteer at parks, senior centers, wildlife refuge, etc.  • Dental health clinic or education campaign  • Spay/neuter program for pets (animal control)  • Medical readiness training exercise  • Emergency responses  • Adopt-a-highway  • Recycling efforts	Students work with the teacher to create a Venn Diagram that compares two processes or strategies that people use to improve the community.  Students answer the prompt: We want a flower garden at our school. What do we need to do to get one? Students compare strategies on a tree map or other graphic organizer that they could use to make this happen.

		<ul><li>Community gardens</li><li>Community arts</li></ul>	
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# **Unpacking the Economics Objectives**

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.E.1.1 Distinguish the relationship between scarcity and limited resources	Students must be able to decide how examples of limited resources relate to scarcity. The examples will be presented by the teacher during instruction.  Students must be able to know that there are never enough resources to meet all our needs and wants (scarcity).	Scarcity may determine the economic choices of individuals  Scarcity requires people to make choices because the resources to meet their wants are always limited  Meeting the needs and wants of individuals is determined by the amount of available resources	Examples of limited resources  Scarcity is the inability of people to have everything they want because resources are limited  Examples of various types of resources (natural and manmade)	Types of limited resources  Land Labor Capital/money Food/pantry items  Causes of scarcity Panic (toilet paper, gas, etc.) Pandemic Decrease of supply Increase in demand Poor distribution of resources Unlimited wants and needs Climate change Border disputes Trade issues Transportation issues	Students are shown a picture of a dry landscape with only one water source. Students discuss the questions: Is there enough water to go around? How does this picture relate to scarcity?  The teacher shows students a picture of cars in long lines waiting for a turn to pump gasoline. Using the picture, students name things they see that show the limited resource(s) and the demand for that resource. The teacher records the students' responses on the board or chart paper. After the discussion, each student writes 2-3 sentences explaining how the limited resource in the picture relates to scarcity.

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
Recognize the relationship between supply and demand	Students must be able to identify or point out examples of how the amount of a good or service relates to the demand people have for it (supply).  Students must be able to identify or point out examples of how the desire for a good or service relates to how much is available (demand).	The supply of goods and services and the demand for them impact the decisions of consumers, families, and communities  The demand for a good or service is affected by how much of it is available and can lead to an increase or decrease in the price	Supply is what a person has to sell and demand is how much someone is willing to pay for it  Examples of the ways supply affects the demand for a good or service  Examples of the ways demand is impacted by the amount of supply that is available  Examples of the relationship between supply, demand, and the price of goods and services	Provide examples of supply and demand  Back to school supplies  Lunch choices  Sports team merchandise  Latest technology  Holiday items  Gift wish lists  Impact of pricing  Decrease in demand  Increase in demand  Oversupply	The students read or the teacher reads aloud, a series of 2-3 scenarios describing different situations where classroom supplies are limited due to purchases being made in the classroom or school store. Students then engage in a pair-share discussion to address the following three questions: 1) Why do you think the supplies have become limited? 2) Did the demand for those supplies lead to why they are now limited? 3) There are more students who want certain supplies than there are supplies available. How might this impact the price of a particular supply? After the pair-share, the teacher asks the whole class to discuss and share what their pair-share groups discussed.  As a class, students discuss what they recognize about the demand for ice cream and the supply of ice cream available based on the prompt: In

					December, the price of ice cream went down. How can we use the concept of supply and demand to understand the price drop?  Examples of Formative
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Assessment
1.E.1.3 Exemplify how supply and demand affect the choices people make	Students must be able to provide examples that show they understand how the economic choices people make are influenced by the amount of goods and services available, and the demand for those goods and services.	The supply of goods and services impacts the decisions of consumers, families, and communities  The demand for goods and services impacts the decisions of consumers, families, and communities	Examples of the ways supply affects the demand for a good or service  Examples of the ways demand is impacted by the amount of supply that is available	Limited supply and choices  Gas Anti-bacterial hand wash Household products Climate/ temperature of a region will determine what type of clothing people will want to buy  Reasons for limited supply Inclimate weather in the forecast Pandemics Late season frosts Supply of crops Summer trips increase demand for gas Closing businesses	After developing an understanding of supply and demand, students create a list of items that people struggled to find during the global pandemic. As an extension, the class can discuss some of the items and identify how supply and demand impacted their household's choices.  Addressing the scenario below, the students give their own example of how supply and demand might affect a person's choice. Prompt: A store has a limited supply of superhero book bags. Everyone wants one. What is an example of how you might approach the decision whether or not to buy?

				<ul> <li>Closed trade routes</li> <li>Effects of demand</li> <li>Increasing cost</li> <li>Decreasing cost</li> <li>Struggle to find wanted items</li> <li>Bartering to get what you want</li> <li>People choose different careers (low demand for their skill)</li> <li>Higher salaries for employees with rare/high demand skills</li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.E.1.4	Students must be able to	Individuals trade and	What it means to	Local trade	Students read a book
Summarize reasons why	show they can orally, visually, or in writing,	barter with others to acquire the things they	barter	National trade	that shows how a character employs the
people and	summarize (not retell) the	want or need	What it means to		use of trade or bartering.
countries trade	main point or basic idea of		trade something	International trade	Students write a
goods and services	why goods and services are traded.	When countries cannot produce everything that	The difference	Barter system	summary explaining why the main character
30, 1003	are traded.	consumers want and	between trading	Darrer System	traded items to get what
		need, trade with others	something and	Reasons to trade	was needed.
		becomes important to	bartering something	Need/desire for	\
		meet those wants and needs	Examples of reasons	goods, services,	As a class, create a classroom barter
		needs	people trade	and/or	system that requires
		Trade allows countries to	F 20 P 10 11 440	resources	students to barter with
		specialize in the		<ul> <li>Need for</li> </ul>	classmates to get
İ		production of specific			needed classroom

goods or services	Need for income	supplies or other wanted or needed items. As a class, students debrief the reasons as to why they were trading and explain what they were getting out of the trade. The students write a short summary showing their understanding of why goods are traded
		why goods are traded.

Unpacking the Geography Objectives
Standard 1.G.1 Apply geographic representations, tools, and terms to describe surroundings
Overarching Concepts: Geographic Representation, Geographic Tools, Geographic Terms

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>1.G.1.1</b> Use maps,	Students must be able	The identification of	Physical features may	Continents/oceans	The teacher gives
globes, and/or	to use specific tools of	natural features on	be represented		students a map and a
digital	a geographer to help	maps or globes can	differently depending	Reasons to use a map,	list of various types of
representations to	them to be able to	help guide people to	on the type of	globe, or digital	landforms the class
identify various	recognize and point to	desired locations	geographic tool being	representation	has studied. On the
types of landforms	different types of		used		map, the students
of places around	landforms, making	Maps help people		Mountains	circle each of the
the world	sure to include places	track locations and	Examples of various		landforms and write
	from multiple regions	avoid landforms	types of geographic	Rivers	the name of the
	of the world.	that may be barriers	tools		landform beside or
		to movement and		Plateaus	beneath the circle.
		travel	Examples of different		
			types of landforms	Plains	Students use physical
					maps as a reference
			The differences	Deserts	for matching landform
			between using a globe		images (e.g., desert,
			and a map	Islands	mountain, island, etc.)
					with the correct
			How to use a map	Lakes	landform name.
					Students create a
			How to use a globe	Volcanos	flipbook by coloring

			How to use a digital representation of a map	Valleys Waterfalls Oceans Legend/key on a map Maps/globes Compass rose	pages of landform layers and labeling them.  The teacher selects a region of the world for students to explore using Google Maps. Students work in pairs or groups of three to identify the various landforms that they find.
1.G.1.2 Exemplify how geographic features are	Mastery of the Objective Students must be able to show their understanding of	Students Will Understand Locations and physical features can be understood	How to use a map  How to use a digital	Types of maps  • Political • Physical	Examples of Formative Assessment Students make up their own examples of symbols to label and
represented by symbols on maps or digital representations	geographic representation by providing their own examples of symbols	through the interpretation of map symbols	representation of a map  The reason symbols	<ul> <li>Physical</li> <li>Topographical</li> <li>Climate</li> <li>Digital maps</li> <li>Atlas</li> </ul>	represent 5 different geographic features on a map.
	that can be used to represent features on a map.	Symbols on maps and globes provide important information about physical geography, distances, and where places are located in relation to other places	are used on maps  The purpose of the legend/key  Examples of the most common symbols seen on a map	Parts of a map     Title     Legend/key     Symbols     Scale     Grids	Students create a simple map in which the geographic features are from the classroom or neighborhood. The students represent the features they place on their maps with symbols they make up.
					Given a map of the school, students use symbols to indicate important locations within the school. The

				students create a legend for their map.
				Prior to this activity, the teacher sketches a map of the playground
				that includes the playground equipment. In the sketch, the
				teacher marks particular locations
				near and surrounding the playground, as well as the playground
				equipment, with an X (i.e., "X marks the
				spot"). Students take the given map sketch to the playground and
				find the mystery-X locations. The
				students create a symbol on their paper
				maps to represent the location of each spot marked with an X on
				the playground. After the activity, the
				students share the symbols they used to mark the X-spots with
				at least three other students and then
				share with the teacher.
	stand interactions betwe <b>s:</b> Interaction, Humans, E	-	es and regions around the wo	orld
Sverarching Concept	S. Interaction, Hamans, L	ion, wond		Francisco of Farmative

Objective	Mastery of the	Students Will	Students Will Know	Example Topics	Examples of Formative
Objective	Objective	Understand	Students will know	Litatriple Topics	Assessment

1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world	Students must be able to demonstrate understanding of how people are affected by the physical environment, making sure to include places from multiple regions of the world.	The physical environment of a region can help shape how people live, work, and play  The physical environment can contribute to the type of housing people live in and the types of activities people do for fun  The physical environment can play a role in contributing to the types of goods and services people produce  The physical environment of a place may impose constraints on human activity	The difference between natural and man-made physical environments  Examples of natural physical environments  Examples of manmade physical environments  Examples of how the physical environment influences the way people live, work, and play	Natural physical barriers/obstacles  Mountains Volcanoes Rivers Streams Canyons Swamps Ice Fields Glaciers Icebergs Bushes Cliffs Lakes Forests Caves Deserts Reefs  Man-made physical barriers/obstacles Tunnels Canals Lakes Fences Dams Pipelines Buildings Highways	Students create a Venn Diagram to compare how different groups of people live because of environmental conditions. Students create a cause-and-effect chart showing how the physical environment impacts people in different regions of the United States.  Students are given a two-column chart. The first column of the chart lists 10-15 natural and man-made physical barriers. The second column is left blank, but is labeled "Impact." The teacher then provides students with a list of ways the physical environment impacts humans. The students complete the "Impact" column on the chart by matching
		environment of a place may impose constraints on		<ul><li>Lakes</li><li>Fences</li><li>Dams</li><li>Pipelines</li><li>Buildings</li></ul>	then provides students with a list of ways the physical environment impacts humans. The students complete the

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			and effects those physical environments may have on people. The students match the physical
			environment with the possible effects it may have on people.
			While studying the types of homes that American Indians have traditionally built, students identify the
			various environmental factors that have influenced their building decisions. In a class discussion, the students explain how
			the environment impacted the ways in which the American Indians built their homes, including the reasons for the type of
			structures they built.  The teacher reads a story or shows a short
			video telling a story about how the environment impacts the way a group of people live (e.g., people
			of Peru, people living in rainforests, Inuit etc.). The students work in pair-share groups to

					discuss the following questions: 1) How did the physical environment impact the way the people traveled from place to place? 2) How did the physical environment impact the way the people built their homes? 3) How did the physical environment impact the way the people farmed or made a living? After discussing in pairs, students gather in a circle to share their discussions as a class.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
1.G.2.2 Explain the	Students must be able	People impact the	Visual examples of the	Creation of cities and	With support from the
various ways people impact the	to demonstrate knowledge and	environment through their habits,	"physical environment"	towns	teacher, students create a graphic
physical	understanding of the	actions, and choices	Visual examples of a	Development of	organizer to show the
environment in different regions	ways physical environments are	Changing the	region	infrastructure ● Train tracks	positive and negative impacts humans have
around the world	impacted by people,	physical	The various ways in	<ul> <li>Bridges</li> </ul>	on the environment.
	making sure to include	environment to	which people use the	Roads	Maril 16 di
	places from multiple regions of the world.	meet the need for shelter, food, and	environment to meet their needs	<ul><li>Dams</li><li>Buildings</li></ul>	With support from the teacher, students
	regions of the world.	clothing can lead to	then needs	Dullulings	create an Earth Day
		unintended	The various ways	Destruction of rainforests	poster explaining the
		consequences that may harm a place or	people change the environment to meet	Pollution	causes and effects of water pollution.
		region	their needs	1 Gliddoll	water poliution.
				Wildlife protection/	With support from the

Pollution in the	destruction	teacher, students
physical		create a cause-and-
environment can	Slash and burn	effect chart showing
lead to undrinkable		the positive impacts
water and poor air	Farming	humans can have on
quality, which may		the environment when
cause serious health	Irrigation	they reduce pollution
issues	3	(e.g., air, water, land,
	Excavating machinery in	wild life, etc.).
Rivers, streams, and	strip mining	., , .
oceans polluted		As a class, students
with trash and other	Drilling in oil production	describe examples of
chemicals harm	brining in on production	changes that would
marine animals that		occur if people decided
live in and depend		to build a new road,
on those		water park, or
environments		<u> </u>
environments		shopping center in the
The removal and		local community (e.g.,
The removal and		changes in ecosystem,
loss of trees and		land cover, landforms,
other vegetation by		drainage patterns, or
people in an		runoff).
environment can		
lead to soil erosion,		As a class, students
flooding, landslides,		describe human-
and fewer crops that		generated changes in
can be grown		the physical
		environment during
People can work		different time periods
together to have a		using aerial
positive impact on		photographs or
the environment of		satellite images of the
the community in		same location (e.g.,
which they live		farmland to
		subdivisions, open
		fields to baseball
		diamonds, traditional
		downtown areas to
		new shopping centers,
		etc.).
		C.O. j.

Unpacking the History Objectives

Standard 1.H.1 Understand how people and events have changed society over time

Overarching Concepts: People, Events, Change, Society, Time						
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment	
1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time	Students must be able to demonstrate their understanding of how both the lived experiences and the achievements of groups of people have influenced change in communities (causes).  Students must be able to demonstrate their understanding of how changes in communities have affected the lived experiences and the achievements of groups of people in those communities (effects).  *Teachers should include experiences and achievements of people with different Indigenous, racial, tribal, ethnic, and religious backgrounds.	Communities can be improved by the innovations and achievements of diverse groups of people  Innovative ideas, inventions, and ways of doing things may encourage changes that improve the way people live  Introduction of new beliefs and practices may lead to experiences that encourage people to change the way they live, work, and play	to change in communities	Inventors  Benjamin Franklin  Lewis Latimer  Madame C.J. Walker  Alexander Graham Bell  Charles R. Drew  Louis Braille  Ajay Bhatt  Thomas Edison  Elijah McCoy  Samuel Morse  Steven Chen, Chad Hurley, and Jawed Karim (Founders of YouTube)  Henry Ford  Garrett Morgan  Ellen Ochoa  Eli Whitney  The Wright Brothers  George Washington Carver  Jonas Salk  Stephanie Kwolek  Bill Gates  Steve Jobs  Benjamin Banneker  Inventions  Internet	Students select a person of interest that made contributions to a community. In groups of 3-4, students create a presentation to share with the class that includes a timeline, and a short report (3-5 sentences) explaining how the achievements of this person changed/ impacted the world.  After studying how people change communities, the teacher assigns each student one choice that a historical person made. On a worksheet with an outline of a body, students list the causes and effects of the historical person's choice inside the outline. The causes and effects should describe how that person's achievements	

Historical People  Ruth Bader Ginsburg  Sonia Sotomayor  Tisquantum  Sequoyah  Abraham Lincoln  Martin Luther King  Thurgood Marshall  Thomas Jefferson  Sacagawea  Daniel Boone  Frederick Douglas  Katherine Johnson  Marian Wright  Edelman
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	<ul> <li>Mae Jemison</li> <li>Wilma Mankiller</li> <li>Ronald McNair</li> <li>Cesar Chavez</li> <li>International People</li> <li>Nelson Mandela</li> <li>Gandhi</li> <li>Malala</li> <li>Wangari Maathai</li> </ul> Example Topics	Examples of Formative Assessment
1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history	Students must be able to describe similarities and differences between the various perspectives people have of events that occurred in history by using primary and secondary sources.	Similarities found in different documents can provide information to support the facts of what people remember about an event  An event in history may have different points of view about where, when, and how something happened  A person's perspective may cause them to have a different point of view of an event than someone else	Examples of a primary source  Examples of a secondary source  The difference between a primary and secondary source  Examples of a multiple perspective	Primary sources	The teacher gives students two primary and/or secondary sources (e.g., a drawing, painting, cartoon, written description, diary entry, etc.), each presenting someone's perspective on the first Thanksgiving. With guidance from the teacher, students work as a class to fill out a Venn Diagram or T-Chart comparing the perspectives. Drawing from the class' completed comparison, each student chooses one item listed and individually writes his/her own 2-4 sentence statement

				<ul> <li>Discovery of electricity</li> <li>Rosa Parks refusal to move to back of Bus</li> <li>Bus boycott</li> <li>Greensboro Sit-Ins</li> <li>Trail of Tears</li> <li>Underground Railroad</li> <li>Women's suffrage</li> <li>Space exploration</li> <li>Exploration of the "New World"</li> <li>Pilgrims come to America</li> <li>First Thanksgiving</li> <li>Boston Tea Party</li> <li>California Gold Rush</li> </ul>	about how the two perspectives on the selected item are different.  The teacher reads two secondary source documents presenting different perspectives of the Underground Railroad. After listening to the first perspective, students draw a picture to show what they understand about the first perspective. The teacher then reads the second document and the students draw a second picture to show what they understand about that perspective. The students then turn to a partner and explain how the pictures they drew compared the two perspectives read by the teacher.
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