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 **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	*Starting in Grade 3*
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 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	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.

				○ Carib Tribe of Venezuela ○ Bantu people of Sub-Saharan Africa	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
1.B.1.2 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	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

| | | | | | Hanukkah | sentence summary of how culturally, racially, and ethnically diverse people can help shape a community. |
| | | | | North Carolina festivals
● Grandfather Mountain Scottish Highland Games
● Lexington BBQ Festival
● SeaGrove Pottery Festival
● Mayberry Days
● Azalea Festival-Wilmington
● Brushy Mountain Apple Festival-Wilkesboro
● Threshers Reunion-Denton | |

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	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	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)

		and tolerance		various cultures locally and in communities in various places around the world ● 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, drawings, artifacts, and images important to different cultures locally and in communities in various	of diverse people or a culture and how it contributes to communities. The teacher asks students to reflect on the story and pick out examples of the different people represented and what they did to help add to the community. Students engage in a discussion on the text about how the story shows ways the people or culture contributed to the community. The teacher should record students' discussion on the board or on chart paper.

				places around the world	
				● Photography ● Landscape ● Still life ● Graffiti ● Pottery ● Oil/watercolors ● Charcoal ● Animation ● Origami ● Stained Glass ● Quilting	

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 | 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 ready-made *If/Then* |

				○ Use and control of fresh water sources ○ Access to waterways for shipping ○ Military decisions ○ Pollution that impacts a neighboring country Mediation/peer mediation, arbitration, negotiation Conflict resolution ● Cooperation ● Negotiation ● Compromise Use of translators when language barriers exist Examples of real world incidents that identify disagreements and conflicts and how they were solved	*Chart* by reading the disagreements listed in the first column and explaining possible ways to resolve the disagreement in the second column. This may be done orally or in writing.

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	Students must be able to provide examples that show their	Individuals can play important roles in contributing to the	Examples of people who help shape communities	People who help shape the community ● Parents/guardians	Given a list of different types of people in a community, students

| groups play a role in shaping communities | understanding of the various ways people help shape communities. | safety, order, and good health of a community

The cultural practices of individuals and groups help contribute to how communities develop and function

The values and beliefs of the people that live in a community help shape communities in different ways | Examples of ways people contribute to the development of a community | Farmers Construction workers Lawyers/judges Bank tellers Mayor/councilman Coaches Police officers Firefighters Doctors/nurses Principals & teachers Sanitation workers Firefighters Preachers/priests/ religious leaders Store owners Salespersons Mail persons Forest or park rangers Ways people contribute to the development of a community Farming/food production Construction Making rules & laws Gardening/ landscape Charity worker/volunteer Homeless shelters Food pantries/food banks News reporters/ newspaper writers Riverkeepers | 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 writing.

After community members visit the class as guest speakers, students work with a partner or in small groups to write an informational piece about them. The informational piece should include 2-3 examples of how the students believe that person contributes to the community.

The teacher takes students on a field trip to the fire department, in-person or virtually. Students create a thinking map listing as many examples as they can think of that show how the fire department and its workers help contribute to the community. |

				● Waste management services ● Animal control ● Forestry services ● Arts council members ● Events coordinators ● Cultural celebrations & festivals	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
1.C&G.1.2 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 ● Policies set by state ● Policies created by local school board ● Rules given by the principal or teacher ● Student/class vote Ways rules are made where people live ● Community agreement or vote ● City officials make community rules ● Homeowner Association group vote Ways laws are made ● Local city councils ● County commission ● Local elections ● State Legislature (The General	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

				Example Topics (cont.)	Examples of Formative Assessment (cont.)
				Assembly) ● State elections ● National Legislature (The Congress) ● National Elections People who help make rules/laws ● Voting citizens ● Elected officials ● Special interest groups ● Landlords and homeowners ● Students in the classroom/school ● Parents ● Teachers and principals	a new video game system, or getting a new class pet.

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	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.

				- Pay bills - Voting - Protecting the environment - Completing class work/homework - Working with others - Civic participation - Community service	Students then discuss the two lists and the differences between the two. Students are given 10 short statements in 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	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	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

| | | positive change in the community

Strategies used to improve a community or place may take different forms | | for pets (animal control)
● Medical readiness training exercise
● Emergency responses
● Adopt-a-highway
● Recycling efforts
● Community gardens
● Community arts | or other graphic organizer that they could use to make this happen. |
|---|---|---|---|---|---|

Unpacking the Economics Objectives					
Standard 1.E.1 Understand the role of basic economic concepts in the decisions people make **Overarching Concepts:** Role, Economic Concept, Economic Decision, People					
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 man-made) | 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 | 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' |

| | | | | | needs
● Climate change
● Border disputes
● Trade issues
● Transportation issues | 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
1.E.1.2 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?* |

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative 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 | 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 |

				Example Topics	Examples of Formative Assessment
				● Inclimate weather in the forecast ● Pandemics ● Late season frosts ● Supply of crops ● Summer trips increase demand for gas ● Closing businesses ● Closed trade routes Effects of demand ● Increasing cost ● Decreasing cost ● Struggle to find wanted items ● Bartering to get what you want ● People choose different careers (low demand for their skill) ● Higher salaries for employees with rare/high demand skills	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?*
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
1.E.1.4 Summarize reasons why	Students must be able to show they can orally, visually, or in writing,	Individuals trade and barter with others to acquire the things they	What it means to barter	Local trade National trade	Students read a book that shows how a character employs the

people and countries trade goods and services	summarize (not retell) the main point or basic idea of why goods and services are traded.	want or need When countries cannot produce everything that consumers want and need, trade with others becomes important to meet those wants and needs Trade allows countries to specialize in the production of specific goods or services	What it means to trade something The difference between trading something and bartering something Examples of reasons people trade	International trade Barter system Reasons to trade ● Need/desire for goods, services, and/or resources ● Need for revenue ● Need for income	use of trade or bartering. Students write a summary explaining why the main character traded items to get what was needed. As a class, create a classroom barter system that requires students to barter with classmates to get needed classroom 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.

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**
1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around	Students must be able to use specific tools of a geographer to help them to be able to recognize and point to different types of landforms, making	The identification of natural features on maps or globes can help guide people to desired locations Maps help people	Physical features may be represented differently depending on the type of geographic tool being used	Continents/oceans Reasons to use a map, globe, or digital representation Mountains	The teacher gives students a map and a list of various types of landforms the class has studied. On the map, the students circle each of the

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
the world	sure to include places from multiple regions of the world.	track locations and avoid landforms that may be barriers to movement and travel	Examples of various types of geographic tools Examples of different types of landforms The differences between using a globe and a map How to use a map How to use a globe How to use a digital representation of a map	Rivers Plateaus Plains Deserts Islands Lakes Volcanos Valleys Waterfalls Oceans Legend/key on a map Maps/globes Compass rose	landforms and write the name of the landform beside or beneath the circle. Students use physical maps as a reference for matching landform images (e.g., desert, mountain, island, etc.) with the correct landform name. Students create a flipbook by coloring 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 represented by symbols on maps or digital representations	Students must be able to show their understanding of geographic representation by providing their own examples of symbols that can be used to	Locations and physical features can be understood through the interpretation of map symbols Symbols on maps	How to use a map How to use a digital representation of a map The reason symbols are used on maps	Types of maps ● Political ● Physical ● Topographical ● Climate ● Digital maps ● Atlas	Students make up their own examples of symbols to label and represent 5 different geographic features on a map. Students create a

| | represent features on a map. | and globes provide important information about physical geography, distances, and where places are located in relation to other places | 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 | 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.

Standard 1.G.2 Understand interactions between humans and the environment in different places and regions around the world
Overarching Concepts: Interaction, Humans, Environment, Place, Region, World

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative 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 difference between natural and man-made physical environments Examples of *natural* physical environments Examples of *man-made* 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	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

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		The physical environment of a place may impose constraints on human activity People adapt differently to different physical environments		- Lakes - Fences - Dams - Pipelines - Buildings - Highways - Walls - Bank Barriers - Terraced land - Moats	then provides students with a list of ways the physical environment impacts humans. The students complete the "Impact" column on the chart by matching the items on the list to the natural or man-made physical barrier listed in the first column. Students are given a set of task cards with statements about physical environments 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., Eskimos, people of Peru, people living in rainforests, 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 various ways people impact the physical environment in different regions around the world	Students must be able to demonstrate knowledge and understanding of the ways physical environments are impacted by people, making sure to include places from multiple regions of the world.	People impact the environment through their habits, actions, and choices Changing the physical environment to meet the need for shelter, food, and clothing can lead to unintended consequences that may harm a place or region Pollution in the physical environment can lead to undrinkable water and poor air quality, which may cause serious health issues Rivers, streams, and oceans polluted with trash and other chemicals harm marine animals that live in and depend on those environments The removal and loss of trees and other vegetation by	Visual examples of the "physical environment" Visual examples of a region The various ways in which people use the environment to meet their needs The various ways people change the environment to meet their needs	Creation of cities and towns Development of infrastructure ● Train tracks ● Bridges ● Roads ● Dams ● Buildings Destruction of rainforests Pollution Wildlife protection/ destruction Slash and burn Farming Irrigation Excavating machinery in strip mining Drilling in oil production	With support from the teacher, students create a graphic organizer to show the positive and negative impacts humans have on the environment. With support from the teacher, students create an Earth Day poster explaining the causes and effects of water pollution. With support from the teacher, students create a cause-and-effect chart showing the positive impacts humans can have on the environment when they reduce pollution (e.g., air, water, land, wild life, etc.). As a class, students describe examples of changes that would occur if people decided to build a new road, water park, or shopping center in the local community (e.g., changes in ecosystem, land cover, landforms, drainage patterns, or

| | | people in an environment can lead to soil erosion, flooding, landslides, and fewer crops that can be grown

People can work together to have a positive impact on the environment of the community in which they live | | | runoff).

As a class, students describe human-generated changes in the physical environment during different time periods using aerial photographs or satellite images of the same location (e.g., farmland to subdivisions, open fields to baseball diamonds, traditional downtown areas to new shopping centers, etc.). |

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	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	Examples of inventions and their inventors Examples of the ways various inventions have contributed to changes in communities Examples of different types of social movements and	Inventors ● Benjamin Franklin ● Lewis Latimer ● Madame C.J. Walker ● Alexander Graham Bell ● Charles R. Drew ● Louis Braille ● Ajay Bhatt ● Thomas Edison ● Elijah McCoy	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

	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.	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	reforms that contributed to change in communities	- 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 - Cotton Gin - Plow - McCormick Reaper - Telephone - Microwave - Steam Engine - Traffic Light - Pony Express - Barcode - Pepsi - Texas Pete - Overalls - YouTube - USB - Putt Putt Miniature Golf - Radio - Television	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 changed a community or the course of history.

				● Super Soaker ● The Automobile ● Global Positioning System (GPS) 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 ● Condoleezza Rice ● Mae Jemison ● Wilma Mankiller ● Ronald McNair ● Cesar Chavez International People ● Nelson Mandela ● Gandhi ● Malala ● Wangari Maathai	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
1.H.1.2 Use primary and secondary sources to compare	Students must be able to describe similarities and differences	Similarities found in different documents can provide	Examples of a primary source	Primary sources ● Photographs ● Art work	The teacher gives students two primary and/or secondary

multiple perspectives of various events in history	between the various perspectives people have of events that occurred in history by using primary and secondary sources.	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 secondary source

The difference between a primary and secondary source

Examples of a multiple perspective | ● Books
● Television
● Film
● Autobiographies
● Diaries
● Eyewitness accounts
● Interview
● Transcripts
● Legal document
● Newspaper
● Letters
● Artifacts

Secondary sources
● Journals
● Textbooks
● Encyclopedia
● Newspaper
● Magazine
● Stories

Historical events
● Discovery of electricity
● Rosa Parks refusal to move to back of Bus
● Bus boycott
● Greensboro Sit-Ins
● Trail of Tears
● Underground Railroad
● Women's suffrage
● Space exploration
● Exploration of the "New World"
● Pilgrims come to America
● First Thanksgiving
● Boston Tea Party | 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 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 |

				● California Gold Rush	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.