



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: Kindergarten Social Studies • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

History

Essential Standard:

K.H.1 Understand change over time.

Concept(s): Change

Clarifying Objectives

K.H.1.1 Explain how people change over time (self and others).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Change occurs over time and has an impact on individuals.
- A person's environment may influence personal and social growth.

For example: learning how to get along with others (e.g., one-on-one or with a group).

The student will know:

- The definition of change.
- Examples of change of themselves and others.
- Physical growth contributes to changes in appearance (e.g., birth, crawling, walking, loss of first tooth, first day of school, etc.).
- People's lives from the past are similar and different from our lives today.
- The difference between past, present and future time periods.
- Ways people learn about the past.

For example: photos, artifacts, diaries, stories, videos, etc.

<p>K.H.1.2 Explain how seasons change over time.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Earth’s relationship to the sun causes seasonal changes. • Seasons have unique characteristics that influence the way people live. <p>The student will know:</p> <ul style="list-style-type: none"> • Seasons change based on the tilt of the earth and that particular regions exposure to the sun at that time of the year. • How to observe changes in the seasons, weather and environment. • How changes of seasons, weather and the environment influence the way people live, work, dress and play.
<p>K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • A change in life events may produce long lasting effects. <p style="padding-left: 40px;">For example: having a new brother or sister, death of a loved one or pet, etc.</p> <ul style="list-style-type: none"> • Life events impact ways your life can change. <p style="padding-left: 40px;">For example: moving to a new house might cause you to go to a new school.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Examples of life events. • Life events affect your lifestyle.

Geography and Environmental Literacy

Essential Standard:

K.G.1 Use geographic representations and terms to describe surroundings.

Concept(s): Physical features, Geographic locations

Clarifying Objectives

K.G.1.1 Use maps to locate places in the classroom, school and home.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Maps and other geographic tools can be used to locate specific places in the classroom, school, and home.

The student will know:

- There are specific features of a map that help us understand physical space (e.g., title, legend, symbols, and compass rose).
- How to use a map (e.g., paper and digital form).
- A map is a representation of a real life place.
- How to properly use geographic terminology such as place, map, directions, etc.

The student will be able to do:

- Apply their knowledge of maps and other geographic tools to locate specific places. For example, students could use a map of the classroom to locate a desk in the classroom, a map of the school to locate the library at school, a map of your home to locate your bedroom at home, etc.
- Draw a simple classroom, school, or home map.
- Demonstrate the knowledge of the visual description and location of the classroom, school, and home.

For example: student names particular features represented on the map, such as teacher's desk, reading corner, etc.

	<ul style="list-style-type: none"> • How to identify and point to the four cardinal directions (e.g., north, south, east, and west).
<p>K.G.1.2 Use globes and maps to locate land and water features.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Globes and maps can be used to locate land and water features. <p>The student will know:</p> <ul style="list-style-type: none"> • The difference between globes and maps (e.g., paper and digital forms). • The globe is a three-dimensional representation of the earth. • The map is picture or representation of the earth’s surface. <p>The student will be able to do:</p> <ul style="list-style-type: none"> • Apply their knowledge of globes and maps to demonstrate locating specific land and water features.
<p>K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Different landforms are distinguished by their physical features. <p>For example: rivers have water and roads have a hard surface.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • The definition of physical features. <p>The student will be able to do:</p> <ul style="list-style-type: none"> • Identify and describe different landforms by their physical features using pictures, photos, etc. of mountains, hills, rivers, lakes, roads, etc.
<p>K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • People can describe their surroundings using positional words and phrases. • Pictures may be used to locate familiar places. • Nonlinguistic representations are used to show understanding of geographic terms. <p>The student will know:</p> <ul style="list-style-type: none"> • The definition of positional words.

For example: near/far, above/beneath, and left/right, etc.

- Positional words are used to locate specific places.

The student will be able to do:

- Recognize specific locations in the classroom through the use of positional words.

For example: how to identify left from right, above from beneath, etc.

Essential Standard:**K.G.2 Understand the interaction between humans and the environment.****Concept(s): Change, Human-Environment Interaction****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

K.G.2.1 Explain how people adapt to weather conditions.

The student will understand:

- People can adapt to changing weather conditions.

The student will know:

- People live in different settings and interact/adapt with their environment based on locations.

For example: People living in colder climates wear more clothes, and people living in areas where there are floods build their houses on higher ground.

- Career opportunities are made available due to weather conditions.

For example: coastal communities, beaches and warm weather in the summer which provides an opportunity for tourism.

K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

The student will understand:

- People use the environment to meet the basic needs and wants of shelter, food and clothing.
- Satisfying people's basic needs and wants may depend on the availability of environmental resources (e.g., land, water and air).

For example: Land is used to grow food, water is used to drink and provide food, etc.

- Environmental resources provide basic needs and wants for people.

For example: Crops provide food and forests provide lumber.

	<p>The student will know:</p> <ul style="list-style-type: none"> • Examples of environmental resources. • Examples of basic needs and wants.
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Economics and Financial Literacy	
<p>Essential Standard: K.E.1 Understand basic economic concepts</p> <p>Concept(s): Needs and Wants</p>	
Clarifying Objectives	<p>Unpacking What does this standard mean a student will understand, know and be able to do?</p>
<p>K.E.1.1 Explain how families have needs and wants.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Needs and wants influence how people spend money and make financial decisions. <p>The student will know:</p> <ul style="list-style-type: none"> • The difference between needs and wants. • Needs are something you must have for survival. <p>For example: food and water.</p> <ul style="list-style-type: none"> • Wants are something you would like to have, but it is not necessary, and you could do without it. <p>For example: toys and jewelry.</p>

K.E.1.2 Explain how jobs help people meet their needs and wants.

The student will understand:

- Jobs can benefit the economy of a community by providing a way to meet the wants and needs of people.

The student will know:

- People work to make money (e.g., income) to buy things they need and want.
- Working enables people to meet needs and wants.

For example: People work to receive money to purchase items such as food, clothes, cars, etc.

- Jobs provide money for people that allow them to make choices about purchases that serve their needs and wants.
- Examples of a variety of jobs.
- People may or may not have jobs.
- Jobs give people money to buy things.

Civics and Governance

Essential Standard:

K.C&G.1 Understand the roles of a citizen.

Concept(s): Citizenship

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

K.C&G.1.1 Exemplify positive relationships through fair play and friendship.

The student will understand:

- Positive relationships often depend on courtesy, honesty, and fairness when playing with others.

The student will know:

- Specific examples of qualities of a good citizen.

For example: playing fairly and making friends.

- Situations may be fairer because of positive relationships such as taking turns on the playground.

K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

The student will understand:

- Obeying rules can provide safety in the classroom, school, home and neighborhood.

For example: Everyone wears seat belts in the car.

- Obeying rules in the classroom, school, home and neighborhood promote fairness and resolves conflict.

For example: Games have rules to follow to create fairness.

The student will know:

- A good citizen follows rules and respects the rights of others.

For example: Showing the following traits of courtesy, honesty, and fairness when working with others.

- Why rules are needed.
- Examples of a responsible citizen.
- How to identify rules in the classroom, home, and neighborhood.
- They are citizens of a classroom, school, home and neighborhood.

Culture

Essential Standard:

K.C.1 Understand how individuals are similar and different.

Concept(s): Similarities and Differences

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

K.C.1.1 Explain similarities in self and others.

The student will understand:

- Similar interests are often used to find similarities and differences in others.
- People have common traits but each person has characteristics that make him/her unique.

The student will know:

- People have basic similarities.

For example: linguistic, physical, interests, etc.

- Terminology of words such as different, similar, and unique, etc.

K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).

The student will understand:

- Diverse cultures may be explored through language, dress, food, art, music, etc.

The student will know:

- People from diverse cultures speak, dress, and eat differently due to their particular region.
- Connections can be made from one's culture to another.
- The elements of culture.

For example: language, dress, food, etc.