

OCS K-2 Social Studies/CKLA Alignment



- Explanation of Document
 - K-2 Social Studies Inquiry Strand
 - CKLA Units with Social Studies Alignment
- Examples of Formative Assessments (Kindergarten and First Grade)

Note: Social Studies Units are aligned to the Knowledge Domains of CKLA. This document shows the overlap of the social studies standards and the CKLA curriculum. Teachers need to be aware that CKLA does not replace the social studies standards and should contact Hannah Hill (Hannah.hill@onslow.k12.nc.us) if they have particular social studies questions.

This document shows the alignment of K-1 CKLA Knowledge Domains to the 2021 Social Studies Standards. For each grade level you will see:

- **Domains in Order of CKLA pacing**
- **Aligned Social Studies Objectives**
- **Domain Duration**
- **Social Studies Objective Vocabulary**
- **Section for Teacher Notes**

Examples are also given for formative assessment for each social studies standard. These can be found after each grade level domain alignment.

[Kindergarten CKLA/Social Studies Domain Alignments](#)

[Kindergarten Social Studies Formative Assessment Examples](#)

[First Grade CKLA/Social Studies Domain Alignments](#)

[First Grade Social Studies Formative Assessment Examples](#)

[Second Grade CKLA/Social Studies Domain Alignments](#)

Social Studies Objectives can be either aligned to the stories OR activities in the Knowledge Domains.

K-2 Social Studies Inquiry Strand

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

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry K-2	
<p>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.</p>	
Category	Indicator
Compelling Questions	I.1.1 Identify inquiry as a process to answer questions and solve issues. I.1.2 Recognize a compelling question with prompting and support. I.1.3 Explain why or how a compelling question is important to a topic or issue.
Supporting Questions	I.1.4 Identify what questions are needed to support the compelling question. I.1.5 Recognize how supporting questions connect to compelling questions.
Gathering and Evaluating Sources	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.
Developing Claims and Using Evidence	<i>Starting in Grade 3</i>
Communicating Ideas	I.1.8 Construct responses to compelling questions using information from sources.
Taking Informed Action	I.1.9 Identify problems related to the compelling question that students think are important.

[Kindergarten 2021 NC Social Studies Standards Unpacking Document](#)

[First Grade 2021 NC Social Studies Standards Unpacking Document](#)

[Second Grade 2021 NC Social Studies Unpacking Document](#)

Kindergarten CKLA/Social Studies Alignments

Domain One: Nursery Rhymes and Fables

Domain One Aligned Social Studies Objectives	Domain One Duration (from OCS Priority Standards Document)
<p>K.B.1.3 – Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect help people contribute to their communities (“The Lion and the Mouse”).</p> <p>K.E.1.1 – Differentiate between needs and wants (“This Little Pig Went to Market”).</p>	<p style="text-align: center;">16 Days <i>(12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>K.G.1.2 – Identify physical features of places using maps, globes, and/or digital representations (“Star Light, Star Bright”).</p> <p>K.G.1.3 – Identify locations in the classroom, community, and around the world with positional words (“Little Miss Muffet”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“Jack and Jill”).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none">• Needs• Wants• Empathy• Resilience• Respect• Map• Globe• Physical Feature• Location• Resource

Domain Two: The Five Senses

Domain Two Aligned Social Studies Objectives	Domain Two Duration (from OCS Priority Standards Document)
<p>K.B.1.1 – Identify cultural practices in local communities and around the world (“The Sense of Taste”).</p> <p>K.H.1.1 – Exemplify ways in which people change over time (“Ray Charles,” “Helen Keller”).</p>	<p style="text-align: center;">12 Days</p> <p style="text-align: center;"><i>(8 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	Social Studies Objective Vocabulary
	<ul style="list-style-type: none">• Community• Culture• Change

Domain Three: Stories

Domain Three Aligned Social Studies Objectives	Domain Three Duration (from OCS Priority Standards Document)
<p>K.B.1.1 – Identify cultural practices in local communities and around the world (“Momotaro, peach Boy,” “The Story of the Jumping Mouse”).</p> <p>K.B..1.2 – Compare cultural practices of people in local communities and around the world (“Tug of War”).</p>	<p>14 Days <i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>K.C&G.1.3 – Identify the consequences of following or not following rules in the classroom, school, and community (“Chicken Little,” “the Wolf and the Seven Little Kids”).</p> <p>K.E.1.1 – Differentiate between needs and wants (“Three Little Pigs”).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Community • Culture • Consequences • Needs • Wants

Domain Four: Plants

Domain Four Aligned Social Studies Objectives	Domain Four Duration (from OCS Priority Standards Document)
<p>K.G.1.1 – Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world (“Johnny Appleseed,” “George Washington Carver”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“The Gigantic Turnip,” “Johnny Appleseed,” “Plants and People,” “George Washington Carver”).</p> <p>K.G.2.2 – Explain how the environment influences people to move from place to place (“Johnny Appleseed”).</p> <p>K.H.1.2 – Explain how various events have shaped history (“George Washington Carver”).</p>	<p style="text-align: center;">17 Days <i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Map • Globe • Natural Resource • Environment • Influence • History

Domain Five: Farms

Domain Five Aligned Social Studies Objectives	Domain Five Duration (from OCS Priority Standards Document)
<p>K.E.1.1 – Differentiate between needs and wants (“Old Macdonald,” “From Farm to Market”).</p> <p>K.E.1.2 – Differentiate between goods and services (“Old Macdonald,” “From Farm to Market”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“With a Moo Moo Here,” “All Kinds of Crops”).</p>	<p style="text-align: center;">15 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Need • Want • Good • Services • Natural Resource

Domain Six: Native Americans

Domain Six Aligned Social Studies Objectives	Domain Six Duration (from OCS Priority Standards Document)
<p>K.B.1.1 – Identify cultural practices in local communities and around the world (“The Lakota Sioux and the Buffalo,” “Where’s Winona?” “Little Bear Goes Hunting,” “Native American Alphabet,” “Native Americans Today”).</p> <p>K.B.1.2 – Compare cultural practices of people in local communities and around the world (“Little Bear Goes Hunting,” “Bear, Gull, and Crow,” “The Lenape”).</p> <p>K.G.1.2 – Identify physical features of places using maps, globes, and/or digital representations (“The Lakota Sioux and the Buffalo,” “Bear, Gull, and Crow,” “The Lenape”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“The Lakota Sioux and the Buffalo,” “Where’s Winona?” “Little Bear Goes Hunting,”).</p> <p>K.H.1.1 – Exemplify ways in which people change over time (“The Lenape,” “Native American Today”).</p>	<p style="text-align: center;">14 Days <i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Culture • Community • Physical Feature • Natural Resource

Domain Seven: Kings and Queens

Domain Seven Aligned Social Studies Objectives	Domain Seven Duration (from OCS Priority Standards Document)
<p>K.B.1.2 – Compare cultural practices of people in local communities and around the world (“The Princess and the Pea”).</p> <p>K.C.&G.1.1 – Explain why people follow rules in the classroom, schools, and community (“What are Kings and Queens?” “The Royal Family”).</p> <p>K.G.1.1 – Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world (“What are Kings and Queens?”).</p> <p>K.H.1.1 – Exemplify ways in which people change over time (“Cinderella”).</p>	<p style="text-align: center;">14 Days <i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Culture • Community • Rules • Map • Globe

Domain Eight: Seasons and Weather

Domain Eight Aligned Social Studies Objectives	Domain Eight Duration (from OCS Priority Standards Document)
<p>K.G.1.1 – Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world (“What’s the Weather Like?”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“The Grasshopper and the Ants”).</p> <p>K.G.2.2 – Explain how the environment influences people to move from place to place (“The Grasshopper and the Ants,” “Safety in Storms”).</p>	<p style="text-align: center;">15 Days <i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Map • Globe • Natural Resource • Environment

Domain Nine: Columbus and the Pilgrims

Domain Nine Aligned Social Studies Objectives	Domain Nine Duration (from OCS Priority Standards Document)
<p>K.B.1.1 – Identify cultural practices in local communities and around the world (“Ferdinand and Isabella,” “The Wampanoag”).</p> <p>K.B.1.2 – Compare cultural practices of people in local communities and around the world (“Not the Indies,” “The Wampanoag”).</p> <p>K.G.1.2 – Identify physical features of places using maps, globes, and/or digital representations (“The Spice Seekers,” “1492,” “Not the Indies,” “Colonies in Native American Lands”).</p> <p>K.G.2.1 – Explain ways people around the world use natural resources (“The Spice Seekers,” “Thanksgiving”).</p> <p>K.H.1.1 – Exemplify ways in which people change over time (“1492,” “Further Adventures of Christopher Columbus,” “Colonies in Native American Lands,” “The Wampanoag”).</p> <p>K.H.1.2 – Explain how various events have shaped history (“1492,” “Further Adventures of Christopher Columbus,” “Colonies in Native American Lands,” “The Wampanoag”).</p>	<p style="text-align: center;">15 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Culture • Community • Physical Feature • Map • Globe • Natural Resource • History

Domain Ten: Colonial Towns and Townspeople

Domain Ten Aligned Social Studies Objectives	Domain Ten Duration (from OCS Priority Standards Document)
<p>K.H.1.1 – Exemplify ways in which people change over time (“The Country Family”).</p> <p>K.H.1.2 – Explain how various events have shaped history (“A Trip to Town”).</p>	<p style="text-align: center;">16 Days <i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	Social Studies Objective Vocabulary
	<ul style="list-style-type: none">• Change• Event• History

Domain Eleven: Taking Care of the Earth

Domain Eleven Aligned Social Studies Objectives	Domain Eleven Duration (from OCS Priority Standards Document)
<p>K.G.1.2 – Identify physical features of places using maps, globes, and/or digital representations. (“Introducing the Earth”)</p> <p>K.G.2.1 – Explain ways people around the world use natural resources. (“Natural Resources,” “Reduce, Reuse, Recycle,” “Recycle! Recycle! Recycle!” “Composting”)</p>	<p style="text-align: center;">16 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p>Social Studies Objective Vocabulary</p>
	<ul style="list-style-type: none"> • Physical Feature • Map • Globe • Natural Resource

Domain Twelve: Presidents and American Symbols

Domain Twelve Aligned Social Studies Objectives	Domain Twelve Duration (from OCS Priority Standards Document)
<p>K.C&G.1.3 – Identify the consequences of following or not following rules in the classroom, school, and community. (“A Dishonest Story about an Honest Man” “George Washington” “Thomas Jefferson” “Abraham Lincoln” “Teddy Roosevelt” “Barack Obama”)</p> <p>K.H.1.1 – Exemplify ways in which people change over time. (“1492” “Further Adventures of Christopher Columbus” “Colonies in Native American Lands” “The Wampanoag”)</p> <p>K.H.1.2 – Explain how various events have shaped history. (“1492” “Further Adventures of Christopher Columbus” “Colonies in Native American Lands” “The Wampanoag”)</p>	<p style="text-align: center;">16 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <hr/> <p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Consequences • Rules • History

Social Studies Objectives Not Aligned to Knowledge Domains

- Inquiry Indicators
- K.C&G.1.2 – Exemplify ways people follow rules in the classroom, school, and community.
- K.C&G.1.4 – Use a procedure for how people can effectively work together to improve classrooms and communities.
- K.H.1.3 – Compare life in the past to life today with the home, community, and around the world.

Teachers can refer to the NC Kindergarten [2021 Social Studies Standards](#) and [2021 Unpacking Document](#) to gain more understanding of the standards, objectives, and ways students can show that they have mastered that objective.

Examples of Kindergarten Formative Assessment per Standard

(Source: <https://www.dpi.nc.gov/social-studies-kindergarten-unpacking-document-fall-2021-implementation>)

Standard K.B.1 Understand cultural practices in local communities and around the world		
K.B.1.1 Identify cultural practices in local communities and around the world	K.B.1.2 Compare cultural practices of people in local communities and around the world	K.B.1.3
<p>Students identify at least two facts about a celebration. Students may dictate sentences to the teacher.</p> <p>Students are given a document with pictures of different types of cultural practices and non-cultural practices and circle the pictures they think identify cultural practices.</p> <p>Students complete a bubble map for a given culture and draw pictures in the bubbles to show their understanding of cultural practices.</p>	<p>As a class, students create charts showing categories that identify cultural practices for places around the world (e.g., When studying American Indians, students would compare the different types of homes and discuss the similarities and differences).</p> <p>With support from the teacher, students help create T-charts or Venn diagrams to compare cultural practices of diverse people groups. The teacher provides pictures or digital images to place on the charts.</p> <p>As a group, students discuss holidays or traditions they have at home and compare those with other classmates. Students work with a partner. On a paper divided in half, the partners draw pictures of their holiday or tradition and discuss how they are similar or different.</p>	<p>Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities</p> <p>Students participate in a discussion explaining how a character in a book demonstrated character traits that contributed positively to the community. Students, orally or in writing, give a summary of the main idea or point of the book.</p> <p>Students listen to a book with a character that demonstrates empathy. Students help the teacher write a newspaper headline that gives a summary of how the main character's actions impacted his/her community. After listening to a story, students use a storyboard template to create a series of images that summarize the story.</p>

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

<p>K.C&G.1.1 Explain why people follow rules in the classroom, school, and community</p>	<p>K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community</p>	<p>K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community</p>	<p>K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities</p>
<p>As a group, students create a cause-and- effect chart of what could happen if someone did not follow a particular rule (e.g., running in the classroom, falling, and getting hurt).</p> <p>As a group, students create a cause-and- effect chart of positive outcomes from following rules (e.g., "I put on my seatbelt; I didn't get hurt in the car accident").</p> <p>On a sheet of paper, students draw a picture of themselves following a rule in a place, like the school or classroom. Students dictate a sentence to the teacher about the importance of following that rule and what might happen to them if they don't.</p>	<p>Using paper divided into fourths, students draw images of citizens obeying classroom, community, home, and neighborhood rules.</p> <p>Students are given two sticky notes to draw or write new rules they think would keep them safe at school, at home, or in the community.</p> <p>The teacher divides students into small groups and assigns each group a place: bus, playground, home, classroom, or cafeteria. The teacher instructs each group to think of two rules or laws that are specific to their place. Each group shares their thoughts with the rest of the class. After sharing their thoughts, students change or create a rule they think would keep them safe.</p> <p>After reading a book about a character who struggles to follow the rules, students discuss the character's struggles and write a rule they think the</p>	<p>The teacher reads a book about a character that broke the rules for a good reason. Students brainstorm ideas about when it may be acceptable to break the rules.</p> <p>After reading a book about a character that did not follow the rules, the students discuss how the character broke the rules and what consequences the character faced.</p> <p>The teacher poses a scenario about a child that didn't follow the rules at home. On a sheet of paper divided into fourths, students draw four illustrations showing how the student broke the rules at home. Students write or dictate a sentence for each picture explaining the possible consequences of his/her actions.</p> <p>The teacher provides students with photographs depicting someone breaking the rules. Students work in pairs to identify the possible outcomes of the rule</p>	<p>With prompting and support from the teacher, students create a poster or anchor chart that shares ideas about how to respect others and work with others in shared spaces (e.g., home, school, church, stores, library).</p> <p>After reading a book depicting conflict between friends, students create a plan listing the things friends can do to change their behaviors to successfully work together.</p> <p>As a class, discuss an issue in the classroom or community that needs to be addressed to ensure areas remain orderly and safe (e.g., trash thrown on the floor or litter in the park). The teacher guides students in a conversation about the problem. The class observes and gathers information over time about</p>

	character might be able to follow.	being broken. As a class, students brainstorm ways in which actions may have a negative impact on others. Students make a list of what might happen if no one in the classroom or community took responsibility for their actions.	the problem. Finally, the students work together to determine a procedure to fix the current problem (e.g., changing the locations of trash cans).
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Standard K.E.1 Analyze basic economic concepts	
K.E.1.1 Differentiate between needs and wants	K.E.1.2 Differentiate between goods and services
<p>Students sort items or pictures into wants and needs. Through discussion, students explain why each item is a need or a want.</p> <p>As a class, students create a list of wants and needs, and discuss items on the list that could be a want for some and a need for others.</p> <p>After studying wants and needs, students complete the sentence: "I really want a _____, but I need a _." Students illustrate their work and share their ideas with classmates.</p> <p>The teacher provides students with a set of cards with images of wants and needs. The teacher shuffles the cards and lays them face down on the table, one-by-one. Students take turns turning over two cards trying to match a need with another need and a want with another want. If a student makes a match, he/she gets another turn. If he/she does not, it is the next player's turn.</p>	<p>Looking at pictures, students circle pictures that are examples of "goods" and draw a square around the pictures that are examples of "services."</p> <p>The teacher shows students a food commercial. After watching the commercial, the class has a discussion calling out the goods and services they saw. The teacher records the students' responses on chart paper.</p> <p>The teacher provides students with pictures of a good or service on a piece of paper. Students use this piece of paper as their stimulus. Students crumple their papers and have a paper wad toss. Students pick up one of the paper balls, "read" what is written, and decide if it is a good or a service.</p>

Standard K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings		
K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world	K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations	K.G.1.3 Identify locations in the classroom, community, and around the world with positional words
Students use a map, globe, or other simple geographic model to create a route to a specific location.	The teacher chooses a location on the map for students to explore. The students are asked to point to various physical features	With a map of the community, students find the location of their home, school, and/or other places of importance in their lives

<p>Students use a map created by the teacher to find a treasure hidden at the school. With the teacher, students read a book about maps. Students choose an item from the classroom to hide from the other classmates. Groups work to create a map for their classmates to follow to find the hidden object.</p> <p>When presented with aerial maps or satellite images of the community, students locate and label places important to the community.</p> <p>When looking at a picture of a globe, students label or color-code the land, water, equator, North pole, and South pole.</p>	<p>on maps, globes, and/or other digital representations.</p> <p>Looking at a map of the North Carolina Zoo or other local park, students identify bodies of water, paths, and areas of vegetation.</p> <p>The teacher asks students to identify aerial images of physical features they can see (e.g., rivers, cities, farmlands, ocean, mountains, etc.).</p>	<p>using words like left, right, near, far, etc.</p> <p>Using North Carolina as a reference on a globe, students indicate the location of another place, using appropriate positional words (e.g., Canada is North of us or above us on the globe).</p>
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Standard K.G.2 Understand interactions between humans and the environment	
K.G.2.1 Explain ways people around the world use natural resources	K.G.2.2 Explain how the environment influences people to move from place to place
<p>The teacher takes students on a natural resource walk around the school. Students make a list or draw items they find interesting. As a class, brainstorm the natural resources used to create the items students discovered.</p> <p>As a class, create a bubble map depicting ways in which the class uses natural resources (e.g., ways they use water).</p> <p>Each student is given a picture of a natural resource that people use. The teacher plays a short sample of music while students move about the room. When the music stops, students talk to the person nearest to them about the resource in their picture. Students must identify the resource and how that resource is used by people.</p>	<p>As a class, students create a list of reasons why people move. Students narrow the list to identify environmental reasons people move away.</p> <p>The teacher creates and reads brief scenarios describing reasons a person moved from one place to another. Students identify the scenarios that describe environmental influences. The teacher writes the reasons the students share on chart paper.</p> <p>After studying an event (push or pull), students share how the environmental factors impacted a person's decision to move.</p>

Students work together to create a list of ideas of how a tree could be used to create products that humans use around the world each day.

Standard K.H.1 Understand change over time

K.H.1.1 Exemplify ways in which people change over time	K.H.1.2 Explain how various events have shaped history	K.H.1.3 Compare life in the past to life today within the home, community, and around the world
<p>After discussing different kinds of changes that may occur in people's lives, students use pictures to document examples of how they have changed over time.</p> <p>The teacher presents students with pictures of how classrooms have changed over time. Students then draw an example of a classroom of the future.</p> <p>As a class, list three ways families have changed over time. Students draw a then-and-now picture to illustrate one of the ways.</p>	<p>The teacher gives students images of an event that happened in the past. The students work to order the images, sequencing the details of the event. Students then explain how it has helped shape history.</p> <p>After studying historical events, students choose an event and draw a before/after picture. Students explain what happened during the event and how things changed afterwards.</p>	<p>The teacher guides students through an activity using a Venn Diagram for comparison. Students use the Venn Diagram to compare life in the past to life today. The teacher should choose topics in which the children can relate (e.g., clothing, technology).</p> <p>Students draw pictures to show how a topic (such as farming) in the past is similar and/or different from the topic (such as farming) in the present.</p>

First Grade CKLA/Social Studies Alignments

Domain One: Fables and Stories

Domain One Aligned Social Studies Objectives	Domain One Duration (from OCS Priority Standards Document)
<p>1.B.1.3 – Explain how the artistic expressions of diverse people and cultures contribute to communities around the world (Medio Pollito,” “The Crowded Noisy House,” “All Stories are Anansi’s”).</p> <p>1.B.1.4 – Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world (“The Boy Who Cried Wolf”, “Dog in Manger,” “Medio Pollito”)</p>	<p style="text-align: center;">16 Days <i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“The Boy Who Cried Wolf,” “Medio Pollito,” “All Stories are Anansi’s”)</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Expression • Diverse • Culture • Community • Value • Belief

Domain Two: The Human Body

Domain Two Aligned Social Studies Objectives	Domain Two Duration (from OCS Priority Standards Document)
<p>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 (“Dr. Wellbody’s Heroes”).</p> <p>1.G.2.1 – Explain the various ways the physical environment impacts people in different regions around the world (“The Pyramid Pantry”).</p>	<p style="text-align: center;">16 Days <i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Experience • Achievement • History • Contribute • Community • Trade • Good • Service

Domain Three: Different Lands, Similar Stories

Domain Three Aligned Social Studies Objectives	Domain Three Duration (from OCS Priority Standards Document)
<p>1.B.1.3 – Explain how the artistic expressions of diverse people and cultures contribute to communities around the world (Whole Unit).</p> <p>1.B.1.4 – Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world (“Cinderella”).</p>	<p>15 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>1.C&G.1.1 – Exemplify ways individuals and groups play a role in shaping communities (“Little Red Riding Hood,” “Hu Gu Po,” “Tselane”).</p> <p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“Cinderella,” “Girl With the Red Slippers,” “Tom Thumb”).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Expression • Diverse • Culture • Contribute • Community • Value • Belief • Process • Strategy

Domain Four: Early World Civilizations

Domain Four Aligned Social Studies Objectives	Domain Four Duration (from OCS Priority Standards Document)
<p>1.B.1.1 – Identify cultural practices and traditions in local communities and places around the world (“Religion of Babylon”).</p> <p>1.B.1.3 – Explain how the artistic expressions of diverse people and cultures contribute to communities around the world (“Amon-Ra,” “The Religion of Babylon”).</p>	<p>23 Days <i>(16 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“A Father and His Son in Mesopotamia,” “The Hanging Gardens of Babylon,” “People of the Nile”).</p> <p>1.G.2.1 – Explain the various ways the physical environment impacts people in different regions around the world (A Father and His Son in Mesopotamia,” “People of the Nile”).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Tradition • Expression • Diverse • Culture • Contribute • Community • Map • Globe • Landform • Environment • Region

Domain Five: American Civilizations

Domain Five Aligned Social Studies Objectives	Domain Five Duration (from OCS Priority Standards Document)
<p>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 (“The Maya: A Harvest and a Hurricane,” “Aztec: Cortes’s Letter,” “Inca: Machu Picchu – A Lucky Discovery”).</p> <p>1.B.1.1 – Identify cultural practices and traditions in local communities and places around the world (Whole Unit).</p>	<p>17 Days <i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>1.B.1.3 – Explain how the artistic expressions of diverse people and cultures contribute to communities around the world (“The Maya: The Festival of the First Star,” “The Aztec: The Legend of the Eagle and the Serpent”).</p> <p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“The Maya: A harvest and a Hurricane,” “The Aztec: The Legend of the Eagle and the Serpent,” “The Inca: Who Were the Inca”).</p> <p>1.G.2.1 – Explain the various ways the physical environment impacts people in different regions around the world (“The Maya: A Harvest and a Hurricane,” “The Inca: Who Were the Inca?”).</p> <p>1.G.2.2 – Explain the various ways people impact the physical environment in different regions around the world (“The Aztec: The Floating Gardens of Xochimilco”).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Experience • Achievement • History • Tradition • Expression • Diverse • Culture • Contribute • Community • Map • Globe • Landform • Environment • Region

Domain Six: Astronomy

Domain Six Aligned Social Studies Objectives	Domain Six Duration (from OCS Priority Standards Document)
<p>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 (“History of Space Exploration and Astronauts,” “Exploration of the Moon”).</p> <p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“Stars, Stargazing and Constellations,” “The Moon,” “The Solar System”).</p>	<p style="text-align: center;">13 Days</p> <p style="text-align: center;"><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Experience • Achievement • History • Contribute • Community • Map • Globe • Landform

Domain Seven: History of the Earth

Domain Seven Aligned Social Studies Objectives	Domain Seven Duration (from OCS Priority Standards Document)
<p>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 (“Our Home, Earth,” “The Earth Inside-Out,” “Fossils,” “Dinosaurs”).</p> <p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“Our Home, Earth,” “The Earth Inside-Out”).</p> <p>1.G.2.1 – Explain the various ways the physical environment impacts people in different regions around the world (“Our Home, Earth”).</p>	<p>14 Days <i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p>Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Experience • Achievement • History • Contribute • Community • Map • Globe • Landform • Environment • Region

Domain Eight: Animals and Habitats

Domain Eight Aligned Social Studies Objectives	Domain Eight Duration (from OCS Priority Standards Document)
<p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“Animals of the Artic,” “Sonoran Desert,” “East African Savanna,” “Temperate – Deciduous Forest,” “Freshwater,” “Saltwater”).</p> <p>1.G.2.2 – Explain the various ways people impact the physical environment in different regions around the world (“Habitat Destruction and Endangered Species”).</p>	<p style="text-align: center;">15 Days</p> <p style="text-align: center;"><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Map • Globe • Landform • Environment • Region • Impact

Domain Nine: Fairy Tales

Domain Nine Aligned Social Studies Objectives	Domain Nine Duration (from OCS Priority Standards Document)
1.B.1.4 – Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world (Whole Unit).	15 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i>
	Social Studies Objective Vocabulary
	<ul style="list-style-type: none">• Culture• Value• Belief• Influence• Community

Domain Ten: American Independence, A New Nation

Domain Ten Aligned Social Studies Objectives	Domain Ten Duration (from OCS Priority Standards Document)
<p>1.B.1.3 – Explain how the artistic expressions of diverse people and cultures contribute to communities around the world (“The Legend of Betsy Ross”).</p> <p>1.B.1.4 – Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world (“A Taxing Time: The Boston Tea Party,” “Never Leave Until Tomorrow What You Can Do Today,” “Building a Nation with Words and Ideas”).</p>	<p>16 Days <i>(12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
<p>1.C&G.1.4 – Compare various processes or strategies people can use to improve communities (“ George Washington, Commander in Chief”).</p> <p>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 (Whole Unit).</p>	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Expression • Diverse • Contribute • Culture • Value • Belief • Process • Strategy • Influence • Community • Experience • Achievement • History

Domain Eleven: Frontier Explorers

Domain Eleven Aligned Social Studies Objectives	Domain Eleven Duration (from OCS Priority Standards Document)
<p>1.G.1.1 – Use maps, globes, and/or digital representations to identify various types of landforms of places around the world (“Crossing the Appalachian Mountains,” “The Louisiana Purchase,” “Rivers and Mountains,” “To the Pacific and Back”).</p> <p>1.G.2.2 – Explain the various ways people impact the physical environment in different regions around the world (“Discovery and Danger on the Prairie,” “Red Cedars and Grizzly Bears”).</p> <p>1.C&G.1.4 – Compare various processes or strategies people can use to improve communities (“Jefferson and Monroe,” “Lewis and Clark”).</p> <p>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 (“Daniel Boone and the Opening of the West,” “The Louisiana Purchase,” “Sacajawea”).</p>	<p style="text-align: center;">17 Days <i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>
	<p style="text-align: center;">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Map • Globe • Landform • Impact • Region • Process • Strategy • Expression • Achievements • Contribute • Community

Social Studies Objectives Not Aligned to Knowledge Domains

- **Inquiry Indicators**
- **1.B.1.2 – Summarize ways that culturally, racially, and ethnically diverse people help shape a community.**
- **1.C&G.1.1 – Exemplify ways individuals and groups play a role in shaping communities.**
- **1.C&G.1.2 – Exemplify ways individuals and groups contribute to the making of rules and laws.**
- **1.C&G.1.3 – Identify the differences between rights and responsibilities of citizens in various communities.**
- **1.E.1.1 – Distinguish the relationship between scarcity and limited resources.**
- **1.E.1.2 – Recognize the relationship between supply and demand.**
- **1.E.1.3 – Exemplify how supply and demand affect the choices people make.**
- **1.G.1.2 – Exemplify how geographic features are represented by symbols on maps or digital representations.**
- **1.H.1.2 – Use primary and secondary sources to compare multiple perspectives of various events in history.**

Teachers can refer to the NC First Grade [2021 Social Studies Standards](#) and [2021 Unpacking Document](#) to gain more understanding of the standards, objectives, and ways students can show that they have mastered that objective.

Examples of Formative Assessment per Standard

(Source: <https://www.dpi.nc.gov/social-studies-kindergarten-unpacking-document-fall-2021-implementation>)

Standard 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments			
1.B.1.1 Identify cultural practices and traditions in local communities and places around the world	1.B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.	1.B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world	1.B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world
<p>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.</p> <p>Students make a list of at least 5 different traditions people observe.</p> <p>From a list, students pick cultural practices that people and groups have in common around the world.</p>	<p>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.</p> <p>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, and ethnically</p>	<p>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.</p> <p>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 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.</p>	<p>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.</p> <p>Students complete a teacher-made or ready-made If/Then 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.</p>

	diverse people can help shape a community.	The teacher should record students' discussion on the board or on chart paper.	
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Standard 1.C&G.1 Understand how people engage with and participate in the community			
1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities	1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws	1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities	1.C&G.1.4 Compare various processes or strategies people can use to improve communities
<p>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 writing.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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 swing set in the backyard, getting a new video game system, or getting a new class pet.</p>	<p>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.</p> <p>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.</p>	<p>Students work with the teacher to create a Venn Diagram that compares two processes or strategies that people use to improve the community.</p> <p>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.</p>

Standard 1. E.1 Understand the role of basic economic concepts in the decisions people make

<p>1.E.1.1 Distinguish the relationship between scarcity and limited resources</p>	<p>1.E.1.2 Recognize the relationship between supply and demand</p>	<p>1.E.1.3 Exemplify how supply and demand affect the choices people make</p>	<p>1.E.1.4 Summarize reasons why people and countries trade goods and services</p>
<p>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?</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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 to buy?</p>	<p>Students read a book that shows how a character employs the use of trade or bartering. Students write a summary explaining why the main character traded items to get what was needed.</p> <p>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.</p>

	cream went down. How can we use the concept of supply and demand to understand the price drop?		
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Standard 1.G.1 Apply geographic representations, tools, and terms to describe surroundings		Standard 1.G.2 Understand interactions between humans and the environment in different places and regions around the world	
1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world	1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations	1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world	1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world
<p>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 landforms and write the name of the landform beside or beneath the circle.</p> <p>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.</p> <p>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.</p>	<p>Students make up their own examples of symbols to label and represent 5 different geographic features on a map.</p> <p>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.</p> <p>Given a map of the school, students use symbols to indicate important locations within the school. The students create a legend for their map.</p> <p>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</p>	<p>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.</p> <p>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 the items on the list to the natural or man-made physical barrier listed in the first column.</p>	<p>With support from the teacher, students create a graphic organizer to show the positive and negative impacts humans have on the environment.</p> <p>With support from the teacher, students create an Earth Day poster explaining the causes and effects of water pollution.</p> <p>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, wildlife, etc.).</p> <p>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,</p>

	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>landforms, drainage patterns, or runoff).</p> <p>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.).</p>
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		people farmed or made a living? After discussing in pairs, students gather in a circle to share their discussions as a class.	
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Second Grade CKLA/Social Studies Alignments (Not all units in CKLA align to second grade NC 2021 Social Studies Standards. Teachers should use the [suggested units](#) to fill in gaps)

Domain One: Fairy Tales and Tall Tales

Domain One Aligned Social Studies Objectives	Domain One Duration (from OCS Priority Standards Document)	
<p>2. B.1.1 – Identify the various values and beliefs of diverse cultures that have shaped American identity</p> <p>2.B.1.2 – Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p>	<p>12 Days</p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	
<p>2.G.1.2 – Explain how the environment has impacted settlement across America</p> <p>2.G.1.3 – Interpret how the movement of people, goods, and ideas has impacted the regional development of America</p> <p>2. H.1.1 – Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history</p>	<p align="center">Social Studies Objective Vocabulary</p> <ul style="list-style-type: none"> • Values • Beliefs • Culture • Identity • Indigenous • Environment • Movement • Region • Contribution • Minority 	<p align="center">Stories that Align with Objectives</p> <ul style="list-style-type: none"> • Paul Bunyan • Pecos Bill • John Henry • Casey Jones

Domain Five: War of 1812

Domain Five Aligned Social Studies Objectives	Domain Five Duration (from OCS Priority Standards Document)	
<p>2. B.1.1 – Identify the various values and beliefs of diverse cultures that have shaped American identity</p> <p>2.B.1.2 – Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p> <p>2.C&G.1.1 – Explain how principles of democracy have shaped the government of America</p> <p>2.C&G.1.2 – Summarize the role of the government in protecting freedom and equality of individuals in America</p> <p>2.G.1.1 – Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation</p> <p>2. H.1.2 – Explain ways in which various historical events have shaped American history</p> <p>2.H.1.3 – Compare various perspectives of the same time period using primary and secondary sources.</p>	<p>13 Days <i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	
	Social Studies Objective Vocabulary	Stories that Align with Objectives
	<ul style="list-style-type: none"> • Values • Beliefs • Culture • Identity • Democracy • Government • Freedom • Equality • Absolute and Relative Location • Perspective • Primary and Secondary Sources 	<p>All Stories</p>

Domain Seven: Westward Expansion

Domain Seven Aligned Social Studies Objectives	Domain Seven Duration (from OCS Priority Standards Document)	
<p>2. B.1.1 – Identify the various values and beliefs of diverse cultures that have shaped American identity</p> <p>2.B.1.2 – Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p> <p>2.C&G.1.2 – Summarize the role of the government in protecting freedom and equality of individuals in America</p>	<p>13 Days <i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	
<p>2.C&G.1.4 – Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.</p> <p>2.E.1.1 – Explain how scarcity affect economic decisions</p> <p>2.G.1.1 – Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation</p> <p>2. G.1.2 – Explain how the environment has impacted settlement across America</p> <p>2.G.1.3 – Interpret how the movement of people, goods, and ideas has impacted the regional development of America</p> <p>2. H.1.2 – Explain ways in which various historical events have shaped American history</p>	Social Studies Objective Vocabulary	Stories that Align with Objectives
	<ul style="list-style-type: none"> • Values • Beliefs • Culture • Identity • Government • Freedom • Equality • Advocate • Scarcity • Absolute and Relative Location • Environment • Movement • Region • Perspective • Primary and Secondary Sources 	<p>All Stories</p>

2.H.1.3 – Compare various perspectives of the same time period using primary and secondary sources.

Domain Nine: The U.S. Civil War

Domain Nine Aligned Social Studies Objectives	Domain Nine Duration (from OCS Priority Standards Document)	
<p>2. B.1.1 – Identify the various values and beliefs of diverse cultures that have shaped American identity</p> <p>2.B.1.2 – Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p> <p>2.C&G.1.1 – Explain how principles of democracy have shaped the government of America</p> <p>2.C&G.1.2 – Summarize the role of the government in protecting freedom and equality of individuals in America</p> <p>2.C&G.1.4 – Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.</p> <p>2.E.1.2 – Explain how the availability of resources impacts the production of goods.</p> <p>2.G.1.1 – Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation</p> <p>2.G.1.3 – Interpret how the movement of people, goods, and ideas has impacted the regional development of America</p>	<p>15 Days</p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	
	Social Studies Objective Vocabulary	Stories that Align with Objectives
	<ul style="list-style-type: none"> • Values • Beliefs • Culture • Identity • Democracy • Government • Freedom • Equality • Advocate • Resource 	<p>All Stories</p>

<p>2.H.1.1 – Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history</p> <p>2. H.1.2 – Explain ways in which various historical events have shaped American history</p> <p>2.H.1.3 – Compare various perspectives of the same time period using primary and secondary sources.</p>	<ul style="list-style-type: none"> • Absolute and Relative Location • Environment • Movement • Region • Contribution • Perspective • Primary and Secondary Sources
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Domain Eleven: Immigration

Domain Eleven Aligned Social Studies Objectives	Domain Eleven Duration (from OCS Priority Standards Document)	
<p>2. B.1.1 – Identify the various values and beliefs of diverse cultures that have shaped American identity</p> <p>2.B.1.2 – Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p> <p>2.C&G.1.1 – Explain how principles of democracy have shaped the government of America</p>	<p>17 Days</p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	
<p>2.C&G.1.2 – Summarize the role of the government in protecting freedom and equality of individuals in America</p> <p>2.C&G.1.3 – Compare the structure and function of the three branches of government at the national level</p> <p>2.C&G.1.4 – Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.</p> <p>2.E.1.2 – Explain how the availability of resources impacts the production of goods.</p> <p>2.G.1.1 – Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation</p>	Social Studies Objective Vocabulary	Stories that Align with Objectives
	<ul style="list-style-type: none"> • Values • Beliefs • Culture • Identity • Democracy • Government • Freedom • Equality • Advocate • Resource 	<p>All Stories</p>

<p>2.G.1.3 – Interpret how the movement of people, goods, and ideas has impacted the regional development of America</p> <p>2.H.1.1 – Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history</p> <p>2. H.1.2 – Explain ways in which various historical events have shaped American history</p> <p>2.H.1.3 – Compare various perspectives of the same time period using primary and secondary sources.</p>	<ul style="list-style-type: none"> • Absolute and Relative Location • Environment • Movement • Region • Contribution • Perspective • Primary and Secondary Sources
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Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that could be useful.	World History	American History	Civics and Economics and Civic Literacy	North Carolina History (with an Onslow County splash)	Sociology and Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet	Ducksters Eyewitness to History Standford History Education Group NC Council on the Holocaust	America in Class Founders Online American Battlefield Trust Digital History	Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites	American Sociological Association Sociology Central Institute of Social Research American Psychological Association	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources	Personal Finance Literacy Resources North Carolina Council on Economic Finance

Flipgrid	United States Holocaust Memorial Museum	Making of America	Judicial Learning Center	Onslow County Museum		National Geographic Kids	
Peardeck		Smithsonian	National Constitution Center	Onslow County Historic Sites		Google Earth	
Wakelet	Archeological Institute	National Park Service		NC Kids Page		Enchanted Learning	
National Geographic Graphic Organizers	MrDonn.Org	Teaching American History		North Carolina History and Archives Education Resources			
DocsTeach		Gilder Lehrman Institute of American History					
ClassFlow	Carolina Navigators						
StartSOLE	UNC World View						
C3 Inquiries		Carolina K-12					
History Labs		Teaching with Primary Sources					
Newsela		Spy Museum					
Edulastic		Library of Congress					
EdPuzzle		Jamestown and the American Revolution					
CommonLit							
Discovery Education							
Actively Learn							