

Third Grade Standards:

****In addition to the following topic-specific curriculum covered in this issue of Foothills Kids, the passages presented to the student and learner will help with the English Language Development Standards 4 and 5 (communication in science and social studies, respectively).**

Visual Literacy

3.V.1.2 Understand that artists use their art to express personal ideas.

3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.

3.V.3.2 Use a variety of media with refined skills.

3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

English Language Arts

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

3.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

3.CX.1.1 Exemplify how visual arts are used by various groups for artistic expression within the local community.

3.CX.1.2 Understand how art documents the history of the local community.

3.CX.1.3 Classify artists, styles, and movements.

3.CX.1.4 Compare purposes of art in different cultures, time periods, and societies.

3.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

3.CX.2.1 Understand how artists fit or function within a society.



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- 3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
- 3.CX.2.3 Use appropriate collaborative skills to create a work of art.
- 3.CX.2.4 Understand how visual arts has changed and remained the same, with changes in digital media.

Mathematics

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

NC.3.OA.1 Use repeated addition, bar models, and arrays to find a total product when there are repeated equal groups.

Explore patterns of numbers

NC.3.OA.9 Identify arithmetic patterns.

Science

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.3.E.1 Understand how changes in the seasons affect the Earth.

EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).

EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

Social Studies

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

3.C&G.1.1 Compare the structure and function of both state and local government.

3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.

3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

3.E.1.1 Explain how entrepreneurship develops local communities.

3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.

3.E.1.3 Summarize the role supply and demand plays in local economies.

GEOGRAPHY



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- 3.G.1 Understand how geography impacts the development of regions and communities.
- 3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.
- 3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.
- 3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

HISTORY

- 3.H.1 Understand how various people and historical events have shaped local communities.
- 3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.
- 3.H.1.2 Explain the lasting impact historical events have had on local communities.
- 3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Fourth Grade Standards: (including English Language Development Standards 4 and 5 for science and social studies)**

Visual Arts

CONTEXTUAL RELEVANCY

- 4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 4.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.
- 4.CX.2.1 Exemplify visual arts industries in North Carolina.
- 4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.
- 4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.
- 4.CX.2.4 Explain the effect of technology on the way products look and how they are created.
- 4.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.



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- 4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.
- 4.V.3.2 Compare characteristics of a variety of media.
- 4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

Language Arts

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Handwriting

- RF.4.2 Create readable documents through legible handwriting (cursive).

Fluency

- RF.4.5 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.4.1 Identify explicit details in an informational text.
- RI.4.2 Identify the main idea of a text when it is explicitly stated.
- RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

- RI.4.4 Determine meaning of words in text.
- RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.



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WRITING STANDARDS

Text Types, Purposes, and Publishing

W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.

- a. Select a topic or text and write an opinion about it.
- b. List reasons to support the opinion.

W.4.2 Write to share information supported by details.

- a. Select a topic and write about it including related visual, factual, or multimedia information as appropriate.

- b. List words, facts, or details related to the topic.

W.4.3 Write about events or personal experiences.

- a. Write about a personal experience including two events in sequence.
- b. List words that describe an event or personal experience to use when writing about it.

Science

4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

Social Studies

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.

HISTORY 4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.

4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.

4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.

4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.

4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.

4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.



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GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.4.G.1 Understand human, environmental, and technological factors affect life in North Carolina.

EX.4.G.1.1 Understand locations have specific addresses that include name of town/city and state.

EX.4.G.1.2 Identify goods and services available in your community and North Carolina.

EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.

Fifth Grade Standards: (**in addition to English Language Development Standards 4 and 5 in science and social studies)

Visual Arts

5.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

5.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.

5.V.3.2 Use appropriate media for the creation of original art.

5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

English Language Arts

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Handwriting

RF.5.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.5 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.5.1 Identify words in the text that answer a question about explicit information.

Health Education

5.NPA.2.1 Summarize the influences of family, culture, and the media on food choices.

5.NPA.2.2 Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

Science

EARTH SYSTEMS, STRUCTURES AND PROCESSES

5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

Social Studies

GEOGRAPHY

5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.

5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.

ECONOMICS AND FINANCIAL LITERACY

EX.5.E.1 Understand that individuals contribute to the division of labor in many ways.

EX.5.E.1.1 Understand that more than one person can contribute to a good or service.

Included image/art: Cover preview of Foothills Kids Magazine, Fall 2022 issue—The American Revolution in NC!





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Dear parent of student receiving Foothills Kids Magazine,

Hello and greetings from our team of learning adventurers!

We are excited to debut our **second** not-for-profit magazine issue for kids, about kids, to inspire our youth to learn about and love their western North Carolina community.

Between the pages of this issue are fact-based texts about history/social studies, science and culture, and language/arts. The content focuses on our western NC region and aligns with the state NC Standards for public schools.

We hope that, as students grow their literacy skills in reading these articles, they will come to appreciate and one day give back to our shared community.

And of course, we want everyone to have fun while learning; enjoy the “do-it-yourself” (DIY) activities included in the issue as family fun time!

If you have any questions or have ideas for Foothills Kids—please do let us know!

In adventure,

A handwritten signature in black ink, appearing to read 'Aaron Kohrs', on a light yellow rectangular background.

Aaron Kohrs
Executive Director
828-578-2732
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A handwritten signature in black ink, appearing to read 'Carmen Eckard', on a light yellow rectangular background.

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Quote from Catawba County Schools Teacher About Foothills Kids:

“What a wonderful resource to connect us with the opportunities for resources in our Foothills area. There are so many things here and so many new teachers in our area. This helps them gain information and provides them with activities that can be completed in school or at home. It also puts us in touch with available opportunities and places to visit less than an hour away.”

--Mrs. Sonya Whiteside, Fourth Grade at Clyde Campbell Elementary School



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There are plenty of fun group activities (“DIY”) that you can do as a class, and if you decide to try any of them, please document your fun time with photos and send the pictures to us if you like!

We have also included and linked a content curriculum guide for this current issue to show how Foothills Kids is part of your NC Standards-aligned lesson plans. [Content Curriculum Guide for Fall 2022 Issue.docx](https://docs.google.com/document/d/1par_PeMIE0VzcXc-nYSeAUcW2HZpFSol/edit?usp=sharing&oid=113949914270569403800&rtpof=true&sd=true) (https://docs.google.com/document/d/1par_PeMIE0VzcXc-nYSeAUcW2HZpFSol/edit?usp=sharing&oid=113949914270569403800&rtpof=true&sd=true).

There is also a student quiz for classroom use included in this packet.

Please complete the survey below and copy your answers into an email and send to aakohrs121@yahoo.com so we have educator input for Foothills Kids.

Teacher Survey for Foothills Kids Magazine (*instructions: please complete, copy the text, and send via email to aakohrs121@yahoo.com)**

1. Do you feel your students learned the material included in the issue? Did they connect with Foothills Kids content?
2. Do you consider Foothills Kids a good resource for growing literacy skills?
3. Include some student feedback about Foothills Kids:
4. Please let us know if you have any ideas for content or topics to cover—especially in your locality/community!



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Do-it-Yourself (DIY) Classroom Activities in this issue of Foothills Kids

Make Butter from Cream from Pages 10-11

- A jar with a lid
- Heavy cream
- A strainer
- Some water
- A little salt, if you like

Spy Project from Pages 34-35

- Metal brad
- Scissors

Invisible Ink from Page 36

- Lemon juice
- Paper
- Q-tip
- Something to produce heat like a lightbulb or candle

Quill and Ink Project from Page 40-41

- Feather
- Sharp scissors
-
- Berries
- Vinegar
- Ziplock bag
- Salt

Address/locations for places featured in Foothills Kids (possible field trips!)

Overmountain Victory Trail(s) in North Carolina – historic trails you can visit and hike listed on page 24 of the issue – go adventure!

Greater Hickory International Council events listed at
<https://hickoryinternationalcouncil.com/>.



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Foothills Kids Magazine, Revolution (Fall 2022) Issue Student Quiz

Students, we hope you had fun and learned lots in reading our fact-based articles about your community. We at the Foothills Kids family hope you use this inspiration and knowledge to explore our shared world in western North Carolina.

Tell us what you learned!

Vocabulary. List three new words you didn't know before you read this issue of Foothills Kids. Pull out your dictionary (or use our issue glossary) and write a complete sentence using each new word!

Historical analysis. In three or four complete sentences, describe why the colonists in North Carolina and beyond were not happy with English rule and wanted to form their own country.

Know your king—and draw him. Which English king was known as the “Plundering Tyrant”? Want to draw him on the back? :)

Writing and social studies. Brainstorm a few basic rights that you think you are entitled to in today's world (internet, free ice cream, etc.) and then create your own founding document on the back. Explain why you think everyone should have the right to what you listed as the basis of a good society. Then, like the founding fathers on the Declaration of Independence, sign your name in cursive at the bottom.