



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: First Grade 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/#social> .

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:

1.H.1 Understand that history tells a story of how people and events changed society over time.

Concept(s): Change

Clarifying Objectives

1.H.1.1 Explain how and why neighborhoods and communities change over time.

Unpacking

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

The student will understand:

- Changes occur in a community over time.

For example: types of businesses, architecture and landscape, jobs, transportation, population, etc.

- All Neighborhoods are not alike.

The student will know:

- The difference between neighborhoods and communities.

For example: A neighborhood is geographic and communities are a group of people who are bound or united by commonalities, such as values, beliefs, religion, etc.

- Terms such as past, change, causes, etc.

The student will be able to:

- Use historical thinking (e.g., patterns and trends) to know how and why neighborhoods and communities in the present change from the past.

	<p>For example: types of businesses, landscape, jobs, transportation, population, etc.</p>
<p>1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Folklore and celebrations may influence local communities. <p>For example: stories, games, festivals of earlier generations, oral history, etc.</p> <ul style="list-style-type: none"> • Folklore and celebrations have a historical basis. <p>The student will know:</p> <ul style="list-style-type: none"> • The definition of folklore. • Importance of family or neighborhood traditions and how and why they celebrate in the communities they live in. <p>For example: Kwanza, Cinco de Mayo, Hanukkah, Christmas, Chinese New Year, etc.</p> <ul style="list-style-type: none"> • The definition of celebrations.
<p>1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents’ Day, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Certain people and events are often celebrated through national holidays. • National holidays, traditions, places and people help to provide identity for the community and nation. <p>For example: July 4th parades celebrate our nations’ independence, Memorial Day is to remember soldiers who died and people have special services, American Indian Heritage Month is a day of recognition for the significant contributions the first Americans made to the establishment and growth of the U.S.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • National holidays are important and are created for a reason.

- National holidays and their relationship to traditions and celebrations in the United States.

- The national patriotic holidays celebrated.

For example: President's Day, Martin Luther King, Jr. Day, Memorial Day, and Independence Day.

Geography and Environmental Literacy

Essential Standard:

1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.

Concept(s): Location, Landforms, Water Forms

Clarifying Objectives

1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.

Unpacking

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

The student will understand:

- Land and water can be distinguished on a map or globe.

The student will know:

- Geographic tools are used to identify and describe the physical features of landforms and bodies of water.

For example: The ocean is a large body of water and a mountain is a landform.

- Examples of geographic tools such as maps globes, and atlases (e.g., paper and electronic forms), global positioning systems (e.g., GPS), keys, legends, compass rose, etc.
- Maps and globes are different representations of Earth.

The student will be able to:

- Create simple maps showing landforms and bodies of water.
- Use geographic terms in work and play to describe and find places.

<p>1.G.1.2 Give examples showing location of places (home, classroom, school and community).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Geographic tools are often used to study and locate places. <p>The student will know:</p> <ul style="list-style-type: none"> • How to find specific location of places on a map such as home, classroom, playground by using map symbols. • Maps and other geographic tools are used to locate familiar contexts of home, classroom, school and community. • People use geographic terms, tools, and technology in work and play to describe and find places. <p>For example: maps are used to find unfamiliar places and compasses are used to find direction, etc.</p>
<p>1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Elements of cardinal directions, map symbols, etc. are tools that are used on maps to find locations of places. <p>The student will know:</p> <ul style="list-style-type: none"> • Symbols represent features on a map. • Essential basic elements of geographic representations. <p>For example: cardinal directions and map symbols, etc.</p> <p>The student will be able to do:</p> <ul style="list-style-type: none"> • Identify and use map symbols to represent streets, roads, lakes, etc. • Create and interpret a basic map including the key with symbols from the map.

Essential Standard:**1.G.2 Understand how humans and the environment interact within the local community.****Concept(s): Change, Human-Environment Interaction, Natural Resources****Clarifying Objectives****Unpacking**

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

1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).

The student will understand:

- The environment is often influenced by people.

The student will know:

- People may change the environment to meet their needs.

For example: the use of land, building of homes, and ecosystems, etc.

- Environment does not always stay the same due to changes.

1.G.2.2 Explain how people use natural resources in the community.

The student will understand:

- The natural environment often provides many natural resources for people to live.

For example: fish from the sea and food from farms.

The student will know:

- People use and conserve natural resources in their community.
- Examples of basic natural resources include air, water, sunlight, animal, minerals, oceans, wildlife, coal, sand, and many more.
- Natural resources are always found in or on the earth.

1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).

The student will understand:

- Different environments impact where people live

The student will know:

- People live in environments that are conducive to their living needs whether it is weather conditions, ways of travel, city or country, etc.
- People live differently in various regions according to the environment.

For example: People who live in the city may travel on public transportation such as a city bus, etc.

Economics and Financial Literacy

Essential Standard:

1.E.1 Understand basic economic concepts.

Concept(s): Goods and Services, Supply and Demand

Clarifying Objectives

Unpacking

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

1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.

The student will understand:

- People often depend on jobs and other sources to earn money so they can contribute to the production and exchange of goods and services.

The student will know:

- People use money they earn to buy goods and services.
- Businesses incur costs by hiring individuals and earn revenue by selling goods and services
- Individuals earn income by working for various businesses.
- Distinguish between goods and services.
- Individuals receive income by working at a job.
- The difference between income and money.
- People make decisions about jobs based on education, skills, interests, etc.

1.E.1.2 Identify examples of goods and services in the home, school and community.

The student will understand:

- Producers and consumers impact goods and services.

The student will know:

- Goods are food, clothing, etc.
- Services are firemen, policemen, lawn maintenance caretakers, banking, etc.
- The difference between goods and services.

1.E.1.3 Explain how supply and demand affects the choices families and communities make.

The student will understand:

- Scarcity impacts lives and its role in decision-making .
- Choices families and communities make impact supply and demand.

The student will know:

- The process of making choices using available resources and why people cannot have everything they want.
- The definition of supply and demand.

Civics and Governance

Essential Standard:

1.C&G.1 Understand the importance of rules.

Concept(s): Citizenship, Authority, Conflict

Clarifying Objectives

Unpacking

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

1.C&G.1.1 Explain why rules are needed in the home, school and community.

The student will understand:

- Rules are needed to promote fairness and resolve conflicts in the home, school and community.

The student will know:

- Rules are made to ensure a safe society in the home, school and community.

For example: taking care of oneself, respect for the rights of others, following rules, and getting along with others, etc.

- How to distinguish appropriate rules and why they are used.
- The importance of home, school and community rules to a society.

1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).

The student will understand:

- Authority figures in the home, school, and community influence the well being of people.

The student will know:

- The roles and responsibilities of people with authority in home, school and community.

For example: teachers, principal, parents, mayor, park rangers, wardens, etc.

- Notable authority leaders of home, school and community.

	<p>For example: to include but not limited to teacher, principal, parents, mayor, park rangers, game wardens, law enforcement, etc.</p>
<p>1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Conflicts are often solved. <p>The student will know:</p> <ul style="list-style-type: none"> • There are various ways to solve differences in conflicts. • Conflicts might be settled in fair and just ways in homes, schools, classrooms and communities (e.g., majority rules). • There are various ways that individuals, groups, and communities manage conflict and promote equality, justice and responsibility in homes, schools, classrooms and communities.

Culture

Essential Standard:

1.C.1 Understand the diversity of people in the local community.

Concept(s): Culture, Values & Beliefs, Diversity

Clarifying Objectives

Unpacking

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

1.C.1.1 Compare the languages, traditions, and holidays of various cultures.

The student will understand:

- People are often influenced by different values and traditions.

The student will know:

- There are individual differences in languages, beliefs and customs that may be unique to one's culture.
- Comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures in their local community.
- Comparisons of how people from other cultures live, work and play.
- Similarities and differences in the ways various cultures address human needs and concerns.

1.C.1.2 Use literature to help people understand diverse cultures.

The student will understand:

- Literature often shows relationships among diverse cultures.

The student will know:

- Reading about diverse cultures will help to identify with one's culture and be exposed to other cultures.
- Learning about diverse cultures through literature, art and music.