



NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 1

The Extended Content Standards in the first grade course, *People, Places, and the Environment*, support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

In this course students will learn how they are connected to the world around them. Students will have the opportunity to look for ways that they can be civic-minded and make change happen within their own classroom, school, and community.

Through their study of Behavioral Sciences, students will become acquainted with diverse cultures and how values and beliefs help shape the communities in which we live. The objectives of the Behavioral Sciences strand will also allow students to develop an awareness of the similarities and differences among ethnically diverse people. As first-grade students continue the study of Civics and Government, students will further develop a sense of purpose regarding their role and the role of other citizens within the community and world. Through the lens of Economics, students will develop an understanding of how basic economic concepts influence people, places, and the environment. In the disciplinary lens of Geography, students will develop spatial awareness of their surroundings by using geographic representations, tools, and terminology to process information about the world around them. Students will learn that people not only use the environment to meet their needs and wants but also that the environment often dictates where and how people choose to live. The objectives developed for the History strand help facilitate instruction which will allow students in first grade to compare life in the past to life today as they study the contributions of historical figures and how those figures have helped shape and change various communities and environments across the globe.

These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

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.

Inquiry K-2

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	I.1.1 Identify inquiry as a process to answer questions and solve issues. I.1.2 Recognize a compelling question with prompting and support. I.1.3 Explain why or how a compelling question is important to a topic or issue.
Supporting Questions	I.1.4 Identify what questions are needed to support the compelling question. I.1.5 Recognize how supporting questions connect to compelling questions.
Gathering and Evaluating Sources	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.
Developing Claims and Using Evidence	<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.

Behavioral Sciences	
Standard	Extended Content Standards
<p>1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.</p>	<p>ECS.1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.</p>
	<p>ECS.1.B.1.2 Recognize ways that culturally, racially, and ethnically diverse people help shape a community.</p>
	<p>ECS.1.B.1.3 Recognize how the artistic expressions of diverse people and cultures contribute to communities around the world.</p>
	<p>ECS.1.B.1.4 Identify various ways disagreements or conflicts are resolved in classrooms, local communities, and the world.</p>

Civics and Government	
Standard	Extended Content Standards
<p>1.C&G.1 Understand how people engage with and participate in the community.</p>	<p>ECS.1.C&G.1.1 Identify individuals and groups and the role they play in shaping communities.</p>
	<p>ECS.1.C&G.1.2 Demonstrate an understanding of who makes rules and laws.</p>
	<p>ECS.1.C&G.1.3 Differentiate between a right and a responsibility.</p>
	<p>ECS.1.C&G.1.4 Compare various processes or strategies people can use to improve communities.</p>

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

Economics	
Standard	Extended Content Standards
1.E.1 Understand the role of basic economic concepts in the decisions people make.	ECS.1.E.1.1 Identify an example of scarcity and limited resources.
	ECS.1.E.1.2 Recognize the relationship between supply and demand.
	ECS.1.E.1.3 Show examples of how supply and demand affect the choices people make.
	ECS.1.E.1.4 Recognize that people and countries trade goods and services.

Geography	
Standard	Extended Content Standards
1.G.1 Apply geographic representations, tools, and terms to describe surroundings.	ECS.1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
	ECS.1.G.1.2 Identify how geographic features are represented by symbols on maps or digital representations.
1.G.2 Understand interactions between humans and the environment in different places and regions around the world.	ECS.1.G.2.1 Identify the various ways the physical environment impacts people in different regions around the world.
	ECS.1.G.2.2 Identify the various ways people impact the physical environment in different regions around the world.

History	
Standard	Extended Content Standards
1.H.1 Understand how people and events have changed society over time.	ECS.1.H.1.1 Identify achievements and people throughout history and the impact on communities today.
	ECS.1.H.1.2 Compare two or more perspectives of various events in history.