



An At-Home Guide for Families

First Grade Social Studies in North Carolina Public Schools

Content Outline

At the end of the year, my child will know...

Behavioral Sciences

- how culture, values, and beliefs shape people, places, and environments.
- how to identify cultural practices and traditions in local communities and places around the world.
- how to summarize ways that culturally, racially, and ethnically diverse people help shape a community.
- how to explain the contributions of artistic expressions of diverse people and cultures to communities around the world.
- how to explain the ways culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

Civics & Government

- how people engage with and participate in the community.
- how to exemplify ways individuals and groups play a role in shaping communities and contribute to the making of rules and laws.
- how to identify the differences between rights and responsibilities of citizens in various communities.
- how to compare various processes or strategies people can use to improve communities.

Economics

- how basic economic concepts play a role in the decisions people make.
- how to distinguish the relationship between scarcity and limited resources.
- how to recognize the relationship between supply and demand.
- how supply and demand affect the choices people make.
- how to summarize reasons why people and countries trade goods and services.

Geography

- how to apply geographic representations, tools, and terms to describe surroundings.
- how to use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
- how geographic features are represented by symbols on maps or digital representations.
- how interactions between humans and the environment in different places and regions around the world.



- how to explain the various ways the physical environment impacts people in different regions around the world.

History

- how people and events have changed society over time.
- 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.
- how to use primary and secondary sources to compare multiple perspectives of various events in history.







Inquiry

- how inquiry is a process to answer questions and solve issues.
- how to recognize a compelling question with prompting and support and explain why or how a compelling question is important to a topic or issue.
- how to demonstrate an understanding of facts, opinions, and other details in sources.
- how to 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.

Curious what the specific standards are for First Grade Social Studies in North Carolina?

Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.





Key Vocabulary

Visual	Term	Definition
	Culture	Behaviors and beliefs shared by a group.
	Tradition	A custom handed down through generations.
	Art	An activity or creation whose purpose is to be beautiful.
	Problem Solving	To find a solution to a problem.
	Community	A group of people living in the same place.
	Government	A group of people with the power to make laws and decisions for others.



Visual	Term	Definition
	Right	A power or privilege that belongs to a person.
	Responsibility	Something that you are expected to do.
	Volunteer	Doing work without being paid for it.
	Want	A desire to have something.
	Need	Something you have to have.
	Demand	How popular something is or how many people want an item.
	Producers	People who sell goods and services.
	Consumers	People who buy the goods and services.
	Map	A model of the Earth's surface that uses colors, shapes and symbols.
	Landforms	Special features of the Earth.
	Environment	The land and climate around you.
	Recycle	Make something old into something new.
	Community	A group of people living in the same place or having a particular characteristic in common.



Visual	Term	Definition
	Innovation	A new idea, method, or device.
	Primary Sources	An original object or document - the raw material or first-hand information, source material that is closest to what is being studied.
	Secondary Sources	Works that analyze, assess or interpret a historical event generally using primary sources to do so.
	Compelling Questions	Questions that focus on the “big idea” of a unit.

Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Behavioral Sciences Standards Task Example:

What is culture and how does it shape my life?

Students create a piece of art and explain how it represents their own culture.

What skill will the student learn?

This task allows students to inquire about the similarities and differences of various cultures while being creative through their own artistic expression.

Civics & Government Standards Task Example:

How do people engage and participate within their communities?

After learning about community government through a focus on laws and rules as well as rights and responsibilities, students determine ways that they can improve their own community through volunteerism.

What skill will the student learn?

Students will learn that they can make a difference in their own community.

Economics Standards Task Example:

Where does the money go?



After learning about economic concepts like scarcity, bartering and trading, students go to a virtual pet shop to purchase a pet and supplies. Students have to determine if the supplies they are purchasing are needs or wants.

What skill will the student learn?

Students will learn that they can determine what they need and want while making sound financial decisions.

Geography Standards Task Example:

Where do I live?

Students display the map skills they learned by designing their own playground. Students must create a map with a compass and a map key to show what would be included. Students can be creative while showing what they learned.

What skill will the student learn?

Students will grow in understanding of map skills and better understand all types of map representations.

History Standards Task Example:

How have people and events changed our society over time?

Students have the opportunity to bring all of their inquiry skills to this unit. The focus is on compelling and supporting questions using primary and secondary sources. Students use these sources (like photographs, timelines, etc) to analyze events in history.

What skill will the student learn?

Students will learn how to ask compelling questions, analyze historical documents and see how events have changed our society over time.

Resources

Links and online resources to allow you to support your child's learning.

- Culture: [PBS Learning](#)
- Civics & Government: [PBS Learning](#)
- Economics: [US Mint](#)
- Geography: [Ducksters for Kids](#)
- History: [History for Kids](#)



At-Home Connections

- Engage in conversations about their learning by asking questions:
 - Tell me what you are learning.
 - Tell me what this reminds you of.
 - Tell me some questions you have about what you are learning.
 - Tell me how I can help you learn more about what you are studying.
- Connect the course content to the real world:
 - Watch the news together to learn about a different culture around the world. Then find the location on a map and study the clothing and housing. Cook meals from that culture and do a virtual tour of a cultural museum.
 - Head to the polls together and model your right to vote.
 - Go shopping together and talk about economics. Discuss wants and needs. Talk about what you do if a supply is scarce and how you budget for items for your family.
 - Find vacation spots of interest in North Carolina where you can learn about the geography of the state.
 - Go on field trips to local historical places of interest. Discuss why this site is an important place. Find and discuss primary and secondary sources related to the site.

Challenges to Anticipate

The 1st Grade Social Studies curriculum can be challenging. It challenges students to think critically about topics with which they may have very little experience. Share life experiences with your child to provide real world opportunities for growth. For example, it could be something as simple as taking your child to the grocery store and having them decide which items to purchase.

Primary and secondary sources can be challenging because it may be the first time your student is reading something that is not specifically designed at your child's reading level. Students may need to read a text with you and talk about it on a deeper level.

Parents may need to build additional background knowledge to create a solid foundation for students to understand more abstract concepts and historical events. Exploring historical events of particular interest to your child is a great way to help your child engage in the world about them.

Most importantly, enjoy learning with your student! This curriculum is much different from the social studies curriculum you experienced as a student. Teach your student to be a lifelong learner.

Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:



- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations

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