

## Dear 1<sup>st</sup> Grade Social Studies Teacher:

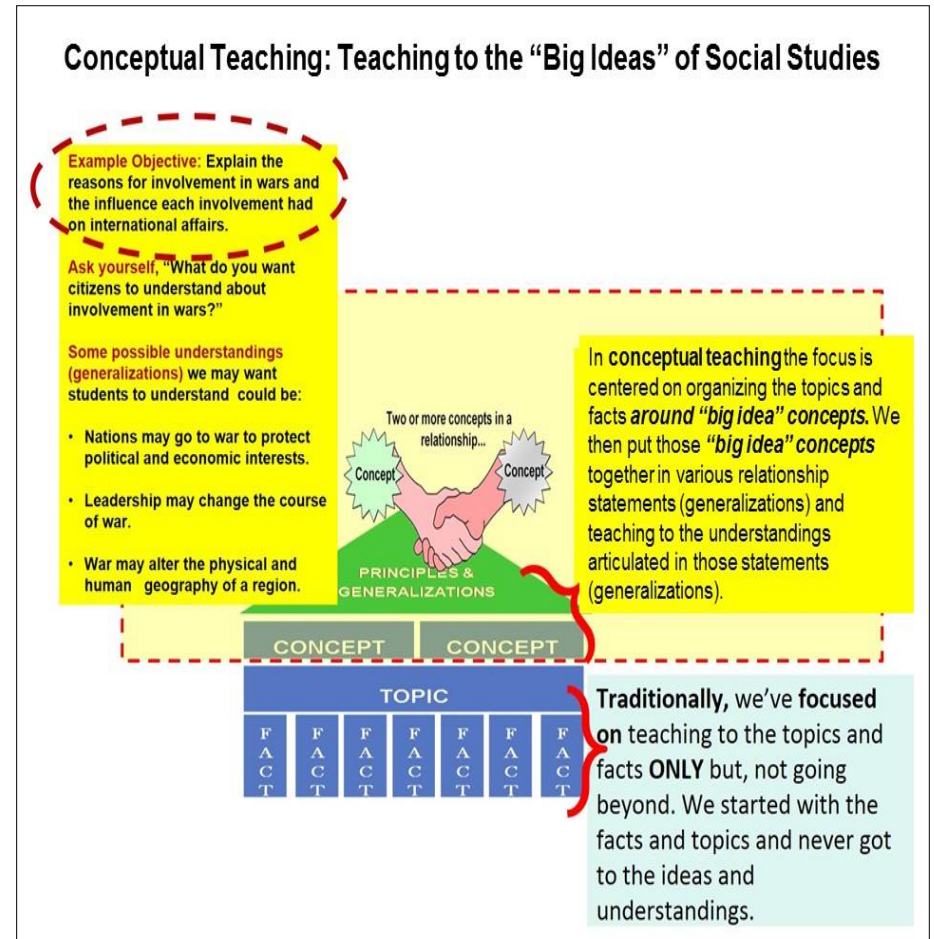
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The NC Social Studies Essential Standards are *conceptually* written (big ideas verses topics & facts). The goal of **conceptually written standards** is to help students recognize patterns and make connections in their learning that *transfer beyond* a single discipline, topic, grade, or isolated fact. Therefore, it is important to *understand how* conceptual knowledge is structured.

### Need to Know:

- Social Studies is taught daily (30 to 45 minutes).
- Lessons should be developed *beyond* definitions, topic and facts.
- 2-week units or lessons should engage students' intellect and interest in conceptual understandings: *1. about real people's lives and their relationship to each other and to nature; 2. various roles students will assume in making society more equal and more just; 3. and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally.*
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Your mission is to ensure that Halifax County Schools' students graduate high school with the knowledge, skills, understanding and dispositions gained from the social sciences that results in college and career ready students who are globally informed and active citizens.
- Research says that you (the teacher) have the greatest *impact* on student achievement. Best regards for a successful school year!

Figure 1: Example of Conceptual Teaching



Charting a New Course!

Halifax County Schools

2018-2019 Curriculum & Instruction Support Team

## First Grade At-a-Glance

<b>History</b>	<b>Quarters (Q)</b>				<b>Geography and Environmental Literacy</b>	<b>Quarters (Q)</b>			
<b>1.H.1 Understand that history tells a story of how people and events changed society over time.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.H.1.1 Explain how and why neighborhoods and communities change over time.	X	2	X	X	1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.	X	X	3	X
1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.	3	X	X	X	1.G.1.2 Give examples showing location of places (home, classroom, school and community).	X	X	3	X
1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).	1	X	X	X	1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).	X	X	3	X
					<b>1.G.2 Understand how humans and the environment interact within the local community.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
					1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets,	X	2	X	X
					1.G.2.2 Explain how people use natural resources in the community.	X	2	X	X
					1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).	X	2	X	X
<b>Economic and Financial Literacy</b>	<b>Quarters (Q)</b>				<b>Civics and Government</b>	<b>Quarters (Q)</b>			
<b>1.E.1 Understand basic economic concepts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1.C&amp;G.1 Understand the importance of rules.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.	X	X	X	4	1.C&G.1.1 Explain why rules are needed in the home, school and community.	1	X	X	X
1.E.1.2 Identify examples of goods and services in the home, school and community.	X	X	X	4	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).	1	X	X	X
1.E.1.3 Explain how supply and demand affects the choices families and communities make	X	X	X	4	1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities	1	X	X	X
<b>Culture</b>	<b>Quarters (Q)</b>								
1.C.1 Understand the diversity of people in the local community.	X	X	X	4					
1.C.1.2 Use literature to help people understand diverse cultures.	1	X	X	X					

