

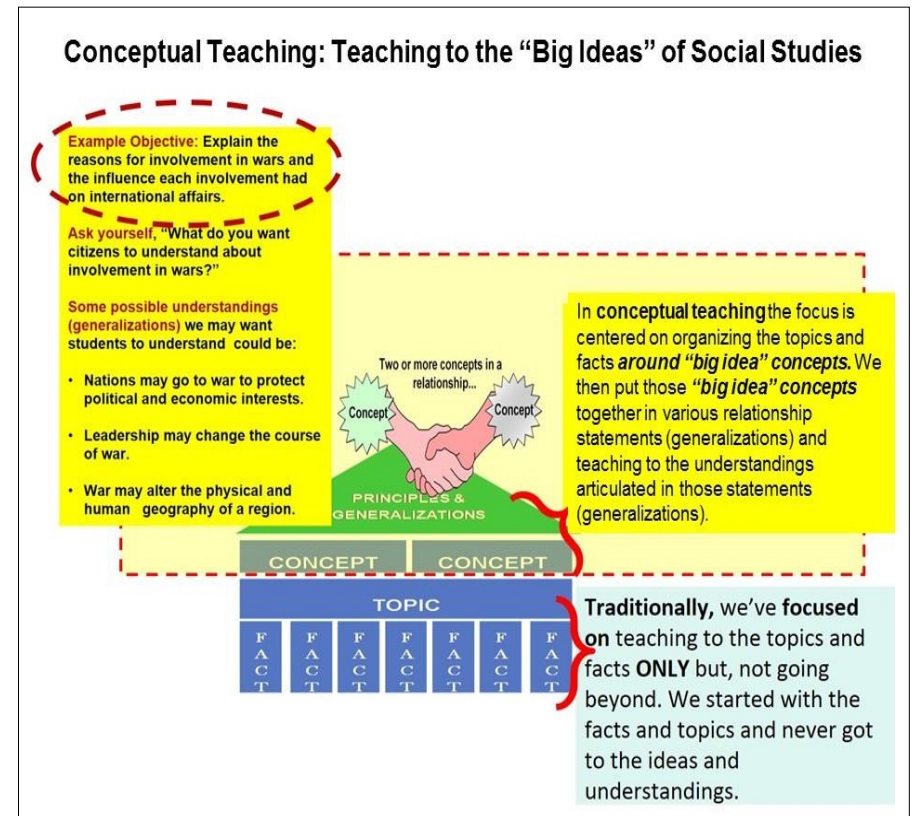
## Dear 1<sup>st</sup> Grade Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

### Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching approach.
- The first grade course of study, **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 college, career, and civic ready.
- Students will explore the content through the following lenses: **inquiry; behavioral sciences; civics and government; economics; geography; and history.**
- Students will learn how they are connected to the world around them. and look for ways that they can be civic-minded and make change happen within their own classroom, school, and community.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach.*
- 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.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



## Halifax County Schools: 1<sup>st</sup> Grade Pacing Guide

**Revision: 2021**

**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. [Link: What is inquiry-based learning? \(video\)](#)

Inquiry (Grades K-2)		Quarters Taught			
Categories	Indicators	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Compelling Questions</b> <a href="#">Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry</a>	I.1.1 Identify inquiry as a process to answer questions and solve issues.	1st	X	3 <sup>rd</sup>	X
	1.1.2 Recognize a compelling question with prompting and support.	1st	X	3 <sup>rd</sup>	X
	I.1.3 Explain why or how a compelling question is important to a topic or issue.	1st	X	3 <sup>rd</sup>	X
<b>Supporting Questions</b> <a href="#">Article Link: How to Help Students Craft Questions that Compel &amp; Support</a>	I.1.4 Identify what questions are needed to support the compelling question.	X	2 <sup>nd</sup>	X	4 <sup>th</sup>
	1.1.5 Recognize how supporting questions connect to compelling questions.	X	2 <sup>nd</sup>	X	4 <sup>th</sup>
<b>Gathering and Evaluating Sources</b> <a href="#">Article Link: The Ultimate Guide to Teaching Source Credibility</a>  <a href="#">Video Link: Evaluating Sources and Using Evidence</a>	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	X	2 <sup>nd</sup>	X	4 <sup>th</sup>
	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.	X	X	X	X
<b>Communicating Ideas</b> <a href="#">Article Link: Obtaining, Evaluating, and Communicating Information</a>	I.1.8 Construct responses to compelling questions using information from sources.	X	X	X	X
<b>Taking Informed Action</b> <a href="#">Article Link: What is Informed Action?</a> <a href="#">Video Link: Inspiring Examples of Informed Action</a>	I.1.9 Identify problems related to the compelling question that students think are important.	X	X	X	X



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Through their study of <b>Behavioral Sciences</b> , 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 <b>Civics and Government</b> . Students will further develop a sense of purpose regarding their role and the role of other citizens within the community and world.				
<b>B-Behavioral Sciences</b>					<b>C&amp;G-Civics and Government</b>				
<b>Standard 1.B.1: Understand how culture, values, and beliefs shape people, places, and environments.</b>					<b>Standard 1.C&amp;G.1: Understand how people engage with and participate in the community.</b>				
<b>Objectives</b>					<b>Objectives</b>				
<b>Quarters Taught</b>					<b>Quarters Taught</b>				
<b>1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup></b>					<b>1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup></b>				
1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.					1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.				
1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.					1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.				
1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.					1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.				
1 B.1.4 Explain how culture, values, & beliefs influence how disagreements are resolved in classrooms, local communities, and the world.					1.C&G.1.4 Compare various processes or strategies people can use to improve communities.				
Through the lens of <b>Economics</b> , students will develop an understanding of how basic economic concepts influence people, places, and the environment.					In the disciplinary lens of <b>Geography</b> , 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.				
<b>E-Economics</b>					<b>G-Geography</b>				
<b>Standard 1.E.1: Understand the role of basic economic concepts in the decisions people make.</b>					<b>Standard 1.G.2: Understand interactions between humans and the environment in different places and regions around the world.</b>				
<b>Standard 1.G.1 Apply geographic representations, tools, and terms to describe surroundings.</b>									
<b>Objectives</b>					<b>Objectives</b>				
<b>Quarters Taught</b>					<b>Quarters Taught</b>				
<b>1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup></b>					<b>1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup></b>				
1.E.1.1 Distinguish the relationship between scarcity and limited resources.					1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.				
1.E.1.2 Recognize the relationship between supply and demand.					1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.				
1.E.1.3 Exemplify how supply and demand affect the choices people make.					1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.				
1.E.1.4 Summarize reasons why people and countries trade goods and services.					1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.				

### H-History

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.

Standard 1.H.1 Understand how people and events have changed society over time.	Quarters Taught			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Objectives</b>				
1.H.1.1 Explain 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.	1 <sup>st</sup>	X	X	X
1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.	1 <sup>st</sup>	X	X	X

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