



Diocese of Raleigh

Social Studies Curriculum

Grade 1

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 1 SOCIAL STUDIES

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand that history tells a story of how people and events changed society over time. (1.H.1)</p>	<p>1.1 Explain how and why neighborhoods and communities change over time. (1.H.1.1)</p>	<p>Recognize and describe changes in the home, community, classroom and school during the year.</p>
		<p>Compare and contrast past and present changes within the local community.</p>
	<p>1.2 Explain the importance of folklore and celebrations and their impact on local communities. (1.H.1.2)</p>	
	<p>1.3 Explain why national holidays are celebrated (Constitution Day, Independence day, Martin Luther King, Jr. Day, Memorial Day, Presidents' Day, etc..) (1.H.1.3)</p>	<p>Discuss selected historical figures and the contributions they made in history.</p>
	<p>1.4 List events of the school day in sequential order.</p>	
	<p>1.5 Explain age-appropriate current events that influence the community, e.g., people helping people.</p>	
<p>1.6 Recognize commonly accepted symbols, observances, landmarks and essential documents of our American heritage: bald eagle, Statue of Liberty, United States Constitution, Declaration of Independence.</p>	<p>Know the events and people associated with the symbols, observances, landmarks and essential documents.</p>	

STRAND C Geography and Environmental Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Use geographic representations, terms and technologies to process information from a spatial perspective. (1.G.1)</p>	<p>1.1 Use geographic tools to identify characteristics of various landforms and bodies of water. (1.G.1.1)</p>	
	<p>1.2 Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.</p>	
	<p>1.3 Give examples showing the location of places (home, classroom, school and community). (1.G.1.2)</p>	<p>Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p>
		<p>Explain/demonstrate identification of physical characteristics of the United States in relation to the world.</p>
	<p>1.4 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols). (1.G.1.3)</p>	
	<p>1.5 Identify patterns of movement within the community.</p>	<p>Describe different modes of transportation.</p>
<p>2. Understand how humans and the environment interact within the local community. (1.G.2)</p>	<p>2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.). (1.G.2.1)</p>	
	<p>2.2 Explain how people use natural resources in the community. (1.G.2.2)</p>	
	<p>2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</p>	
	<p>2.4 Explain how to care for geographic surroundings and the personal responsibility to preserve the environment.</p>	<p>Demonstrate personal responsibility for the care and management of the school environment. Extend the discussion to care of the community.</p>

STRAND D Economics and Financial Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand basic economic concepts. (1.E.1)</p>	<p>1.1 Summarize the various ways in which people earn and use money for goods and services. (1.E.1.1)</p>	<p>Identify ways individuals and families spend money; suggest reasons for saving money.</p> <p>Recognize that work is related to the physical and social needs of individuals or groups and that the dignity of work leads to self-fulfillment.</p>
	<p>1.2 Identify examples of goods and services in the home, school and community. (1.E.1.2)</p>	
	<p>1.3 Explain how supply and demand affects the choices families and communities make. (1.E.1.3)</p>	<p>Discuss reasons why it is not possible for people to have all the things they want.</p>
	<p>1.4 Demonstrate the concept of scarcity.</p>	<p>Participate in a class activity that demonstrates scarcity; discuss consequences of scarcity and explain possible solutions.</p>
	<p>1.5 Discuss the impact of Catholic social teaching on economic issues.</p>	<p>Describe the value of volunteer work.</p>
<p>2. Identify the role of a variety of careers.</p>	<p>2.1 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	
	<p>2.2 Recognize the work of community service workers.</p>	

STRAND E Civics and Governance

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the importance of rules. (1.C/G.1)</p>	<p>1.1 Explain why rules are needed in the home, school and community. (1.C/G.1.1)</p>	<p>Demonstrate personal responsibility in school activities.</p>
	<p>1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.). (1.C/G.1.2)</p>	<p>Explain why certain individuals have authority.</p>
<p>2. Identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.</p>	<p>2.1 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities. (1.C/G.1.3)</p>	<p>Participate in democratic decision making.</p>
		<p>Demonstrate Christian values in group activities.</p>
	<p>2.2 Apply understanding about the social environment to daily situations.</p>	<p>Identify and compare social environments at home and in school.</p>
	<p>3.1 Identify and elaborate on community services provided by the local government.</p>	<p>Discuss and demonstrate appropriate behavior in different environments, e.g., home, school, church and playground.</p>

STRAND F Culture

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the diversity of people in the local community. (1.C.1)</p>	<p>1.1 Compare the languages, traditions and holidays of various cultures. (1.C.1.1)</p>	<p>Compare similarities and differences among individuals and families.</p>
	<p>1.2 Use literature to help people understand diverse cultures. (1.G.1.2)</p>	
	<p>1.3 Identify and describe religious and secular symbols associated with famous people, holidays, and special days in the community.</p>	<p>Participate in classroom activities associated with special days and holidays in the community and other countries.</p>
		<p>Cite reasons for observing religious and secular holidays.</p> <p>Discuss diverse cultural contributions to the heritage of the United States.</p>
	<p>1.4 Recognize characteristics of diversity.</p>	<p>Compare one's own family life with that of a student in another culture.</p>
<p>Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p>		
<p>Recognize the meaning/difference between <i>race</i> and <i>culture</i>.</p>		
<p>Compare housing, clothing and foods of students' family with those in other parts of the world.</p>		
<p>2. Recognize the importance of family life: cultural, social, and spiritual.</p>	<p>2.1 Develop an understanding that each family member is unique and in our society is part of a basic unit called family.</p>	<p>Participate in parish community life and service.</p> <p>Discuss the relationship of family and Church.</p> <p>Describe religious celebrations in the local parish/church.</p>

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
<p>Make connections between Social Studies and Catholic Social Teachings.</p>	<p>Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation</p>
<p>Develop strategies for reading social studies materials and for increasing social studies vocabulary.</p>	<p>Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation</p>
<p>Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>	<p>Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places</p>
<p>Develop and apply strategies needed for effective incorporation of technology in the learning process.</p>	<p>Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied</p>