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# North Carolina 1 Social Studies

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | North Carolina                                            |
| Grade            | 1 (Elementary)                                            |
| Subject          | Social Studies                                            |
| Course category  | Core                                                      |
| Standards family | Social Studies                                            |
| Framework        | North Carolina Standard Course of Study, Social Studies   |
| Issuing agency   | North Carolina Department of Public Instruction           |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Needs and Wants

### Unit 3: Needs, Wants and Money · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is the difference between what I need and what I want?                                                                      |
| Standards          | <b>Using Money for Goods and Services -&gt; 1.E.1.1 E</b> — Distinguish the relationship between scarcity and limited resources. |
| Learning target    | "I can tell the difference between a need and a want."                                                                           |
| Local dates        | _____ (enter your school dates)                                                                                                  |

#### Measurable objectives

- Students will explain the concept of using money to acquire goods and services to satisfy needs and wants.
- Students will distinguish needs from wants.

#### Success criteria (student-friendly)

- "I sort items."
- "I explain my sorting."
- "I accept that some are tricky."

#### Academic vocabulary

need, want, goods, services, money

#### Materials and technology

- Picture cards
- Sorting mats
- Chart paper
- Play money
- Recording sheets

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Product: child sorts items into needs and wants with reasons.

### Family communication

Sort a shopping list into needs and wants together.

## Day 41 — Things We Must Have

Week 9, Day 1 • Unit 3 • Standards: 1.E.1.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Needs.                                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: living things. Teach: needs are essential. Explore: identifying. Apply: sorting. Reflect: term charted.

### Check for understanding

Student identifies a need.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Things We Would Like

Week 9, Day 2 · Unit 3 · Standards: 1.E.1.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Wants.                                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: needs. Teach: wants are not essential. Explore: identifying. Apply: sorting. Reflect: contrast drawn.

### Check for understanding

Student identifies a want.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — The Tricky Ones

### Week 9, Day 3 · Unit 3 · Standards: 1.E.1.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Ambiguous cases.                                       |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: both terms. Teach: some depend on circumstances. Explore: discussing. Apply: reasoning. Reflect: nuance accepted.

### Check for understanding

Student explains why an item could be either a need or a want.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Goods and Services

### Week 9, Day 4 • Unit 3 • Standards: 1.E.1.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Two kinds of purchase.                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: buying. Teach: things versus work done for us. Explore: sorting. Apply: classifying. Reflect: terms charted.

### Check for understanding

Student distinguishes a good from a service.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Paying for What We Choose

### Week 9, Day 5 • Unit 3 • Standards: 1.E.1.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Money as means of exchange.                            |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: goods and services. Teach: money buys both. Explore: role-play. Apply: purchasing. Reflect: function named.

### Check for understanding

Student explains that money is used to obtain goods and services.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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