

Dear 2nd Grade Social Studies Teacher:

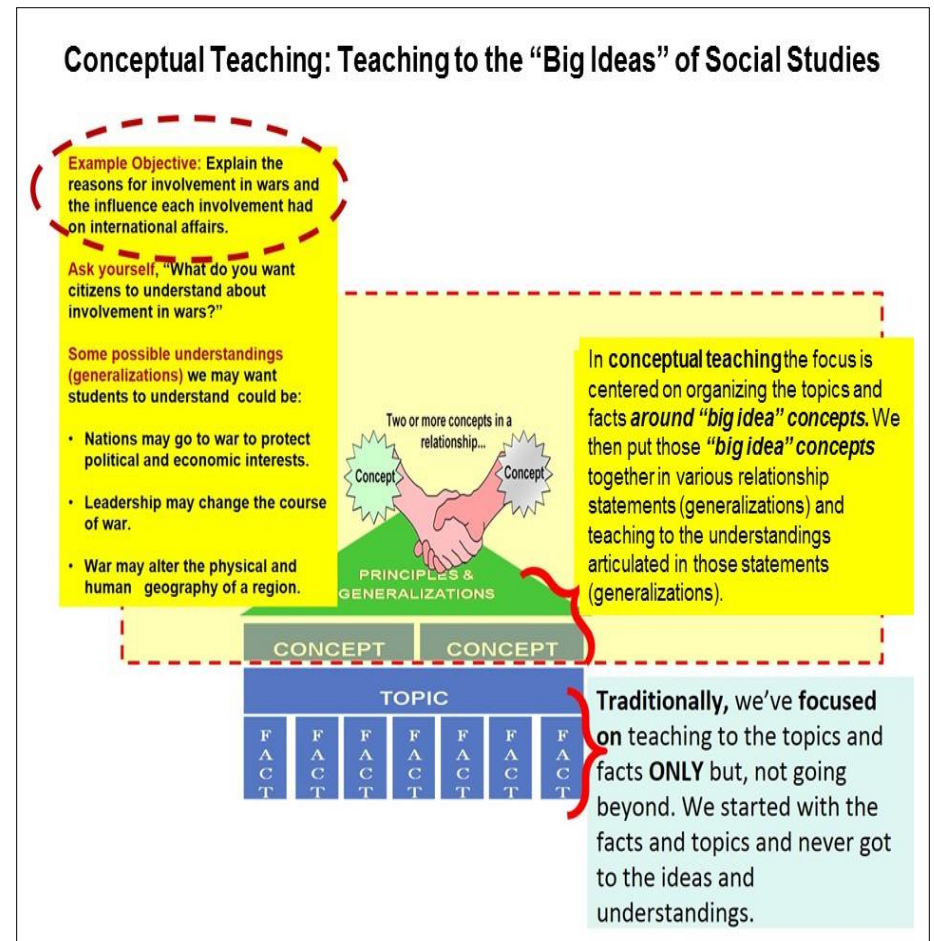
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of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

2nd Grade At-A-Glance

History (H)

Geography and Environmental Literacy (G)

2.H.1 Understand how various sources provide information about the past.

Quarters

1 2 3 4

2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.

Quarters

1 2 3 4

2.H.1.1 Use timelines to show sequencing of events.

X X 3 X

2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.

X 3 X X

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

X X 3 X

2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

X 3 X X

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.

X X 3 X

2.G.2 Understand the effects of humans interacting with their environment.

Quarters

1 2 3 4

Economics and Financial Literacy (E)

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

X 2 X X

2.E.1 Understand basic economic concepts.

Quarters

1 2 3 4

2.G.2.2 Explain how people positively and negatively affect the environment.

X 2 X X

2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

X X X 4

Civics and Governance (C&G)

2.E.1.2 Explain the roles and impact producers and consumers have on the economy.

X X X 4

2.C&G.1 Understand the purpose of governments

Quarters

1 2 3 4

2.E.1.3 Summarize the concept of supply and demand.

X X X 4

2.C&G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).

2 X X X

2.E.1.4 Explain why people and countries around the world trade for goods and services.

X X X 4

2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.

2 X X X

2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.	X	X	X	4	2.C&G.2 Understand the roles and responsibilities of citizens.	Quarters			
						1	2	3	4
2.E.1.6 Summarize the role of financial institutions relative to savings.	X	X	X	4	2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.	1	X	X	X
Culture (C)					2.C&G.2.2 Explain why it is important for citizens to participate in their community.	1	X	X	X
2.C.1 Understand how various cultures influence communities.				Quarters					
	1	2	3	4					
2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).	1	X	X	X					
2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.	1	X	X	X					
2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.	1	X	X	X					

