

Dear 3rd Grade Social Studies Teacher:

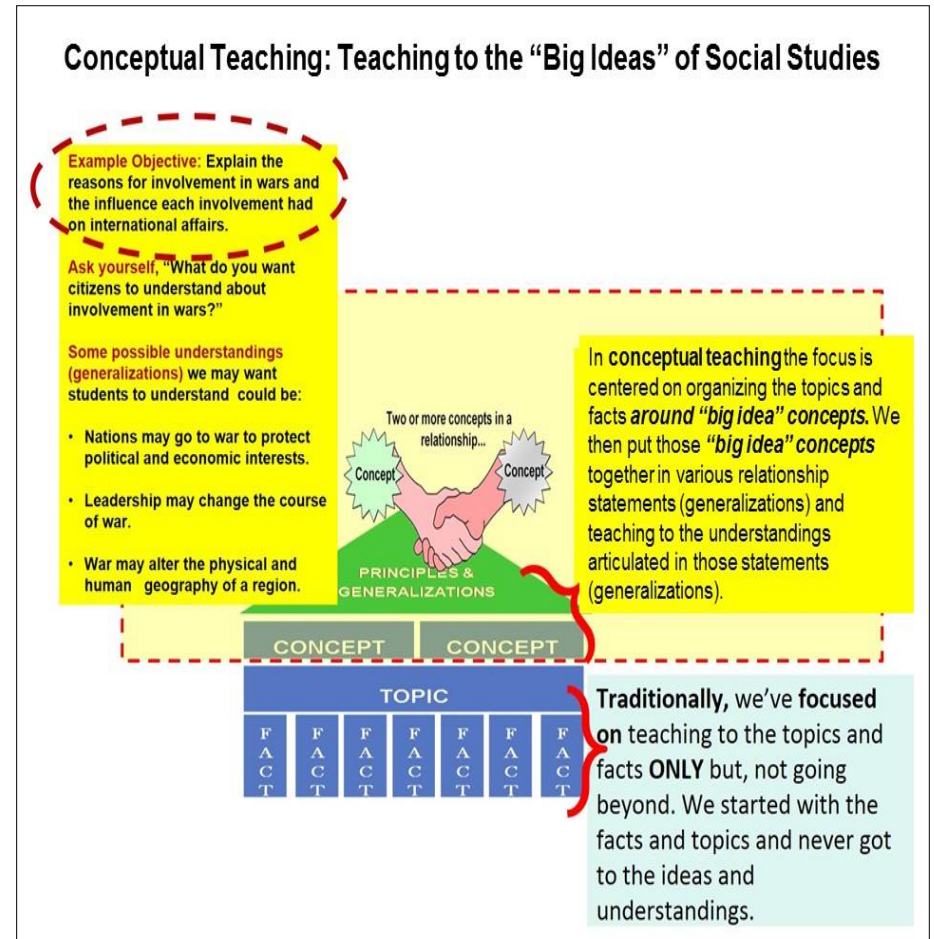
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of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

Halifax County Schools: Social Studies Essential Standards Pacing Guide

3rd Grade At-a-Glance

History (H)

Geography and Environmental Literacy (G)

	Quarters					Quarters			
3.H.1 - Understand how events, individuals and ideas have influenced the history of local and regional communities.	1	2	3	4	3.G.1 - Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).	1	2	3	4
3.H.1.1 Explain key historical events that occurred in the local community and regions over time.	X	X	3	X	3.G.1.1 Find absolute and relative locations of places within the local community and region.	X	X	3	X
3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	X	2	X	X	3.G.1.2 Compare the human and physical characteristics of places.	X	X	3	X
3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.	X	X	X	4	3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.	X	X	3	X
3.H.2 - Use historical thinking skills to understand the context of events, people and places.	Quarters				3.G.1.4 Explain how the movement of goods, people and ideas impact the community.	X	X	X	4
3.H.2.1 Explain change over time through historical narratives (events, people and places)	X	2	X	X	3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).	X	X	3	X
3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.	X	2	X	X	3.G.1.6 Compare various regions according to their characteristics.	X	X	3	X
Economics and Financial Literacy (E)					Civics and Governance (C&G)				
3.E.1 - Understand how the location of regions affects activity in a market economy.	Quarters				3.C&G.1 - Understand the development, structure and function of local government.	Quarters			
3.E.1.1 Explain how location impacts supply and demand.	X	X	X	4	3.C&G.1.1 Summarize the historical development of local governments.	X	2	X	X
3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).	X	X	X	4	3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.	X	2	X	X
3.E.2 - Understand entrepreneurship in a market economy.	Quarters				3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.	X	2	X	X
3.E.2.1 Explain why people become entrepreneurs	X	X	X	4	3.C&G.2 - Understand how citizens participate in their communities.	Quarters			
3.E.2.2 Give examples of entrepreneurship in various regions of our state.	X	X	X	4	3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	1	X	X	X
Culture (C)					3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.	1	X	X	X
3.C.1 - Understand how diverse cultures are visible in local and regional communities.	Quarters				3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)	1	X	X	X
3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.	1	X	X	X					
3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.	1	X	X	X					
3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).	1	X	X	X					

