

Dear 5th Grade Social Studies Teacher:

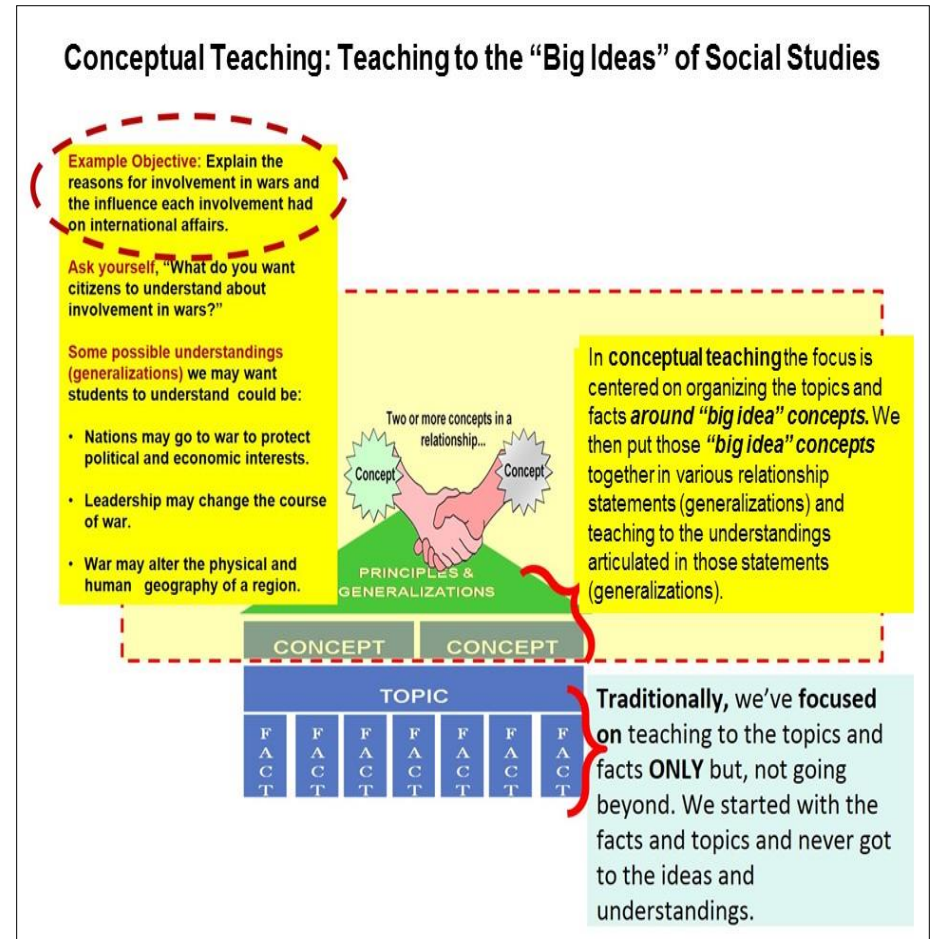
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of 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 (45 to 90 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

5th Grade At-a-Glance

History (H)

Geography and Environmental Literacy (G)

5.H.1 Analyze the chronology of key events in the United States.	Quarters				5.G.1 Understand how human activity has and continues to shape the United States.	Quarters			
	1	2	3	4		1	2	3	4
					5.G.1.1 Explain the impact of the physical environment on early settlements in the New World	X	2	X	X
5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).	X	2	X	X	5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.	X	2	X	X
5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.	X	X	3	X	5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.	X	2	X	X
5.H.2 Understand the role of prominent figures in shaping the United States.	Quarters				5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).	Quarters			
	1	2	3	4		1	2	3	4
5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country.	X	X	3	X					
Economics and Financial Literacy					5.C&G.1 Understand the development, structure and function of government in the United States.	Quarters			
54.E.1 Understand how a market economy impacts life in the United States.	Quarters					1	2	3	4
	1	2	3	4	5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British).	X	X	3	X
5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.	X	X	X	4	5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).	X	X	3	X
5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.	X	X	X	4	5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government	X	X	3	X
5.E.2 Understand that personal choices result in benefits or consequences.	Quarters					Quarters			
	1	2	3	4		1	2	3	4
5.E.2.1 Explain the importance of developing a basic budget for spending and saving.	X	X	X	4					
5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.	X	X	X	4					

Culture (C)					5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.				Quarters			
									1	2	3	4
5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.					Quarters				5.C&G.2.1 Understand the values and principles of a democratic republic.			
					1	2	3	4				
5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.					1	X	X	X	5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).			
5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.					1	X	X	X	5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.			
5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.					X	X	X	4	5.C&G.2.4 Explain why civic participation is important in the United States.			
5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups					X	2	X	X				