

Dear 7th Grade Social Studies Teacher:

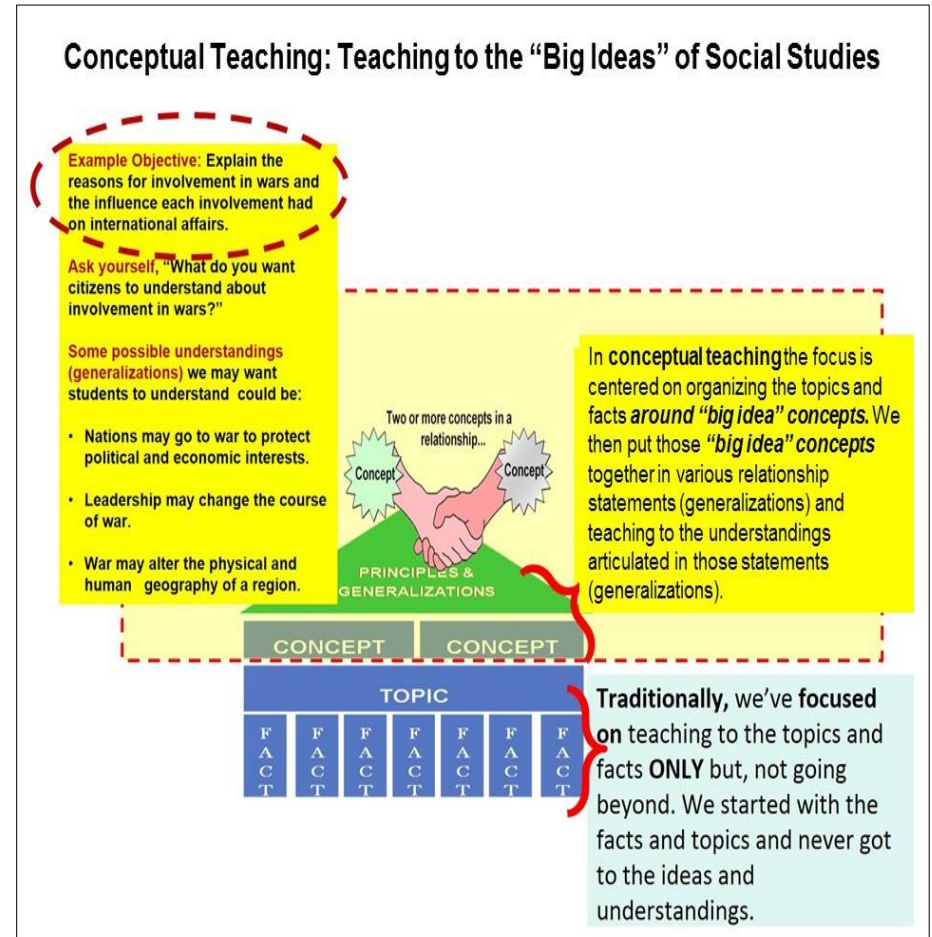
Generally, students tend to think that Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens 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 (60 to 90 minutes).
- Lessons should be developed *beyond* definitions, topic and facts.
- Units/Lessons should engage students' intellect and interest in the conceptual understandings: *1. to see that social studies is about real people's lives and their relationship to each other and to nature; 2. various roles they will assume in making society more equal and more just; 3. and expressing of their 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

7th Grade At-a-Glance

History	Quarters				Economics and Financial Literacy	Quarters			
7.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.	X	X	3	X	7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).	X	X	X	4
7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	X	X	3	X	7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).	X	X	X	4
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	X	X	3	X	7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism market, mixed, command and traditional economies).	X	X	X	4
7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).	X	X	3	X	7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).	X	X	X	4
7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non- Governmental Organizations, European Union and Organization of American States).	X	X	3	X					

7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).	X	X	3	X	Civics and Government	Quarters			
7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.	X	X	3	X	7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).	1	X	X	X
Geography and Environmental Literacy	Quarters				7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.	1	X	X	X
7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).	X	2	X	X	7.C&G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).	1	X	X	X
7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.	X	2	X	X	7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarch, dictators, elected officials, anti-governmental groups and religious, political factions).	1	X	X	X
7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.	X	2	X	X	Culture	Quarters			
7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).	X	2	X	X	7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).	1	X	X	X
7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.	X	2	X	X	7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.	1	X	X	X