

Dear 8th Grade Social Studies Teacher:

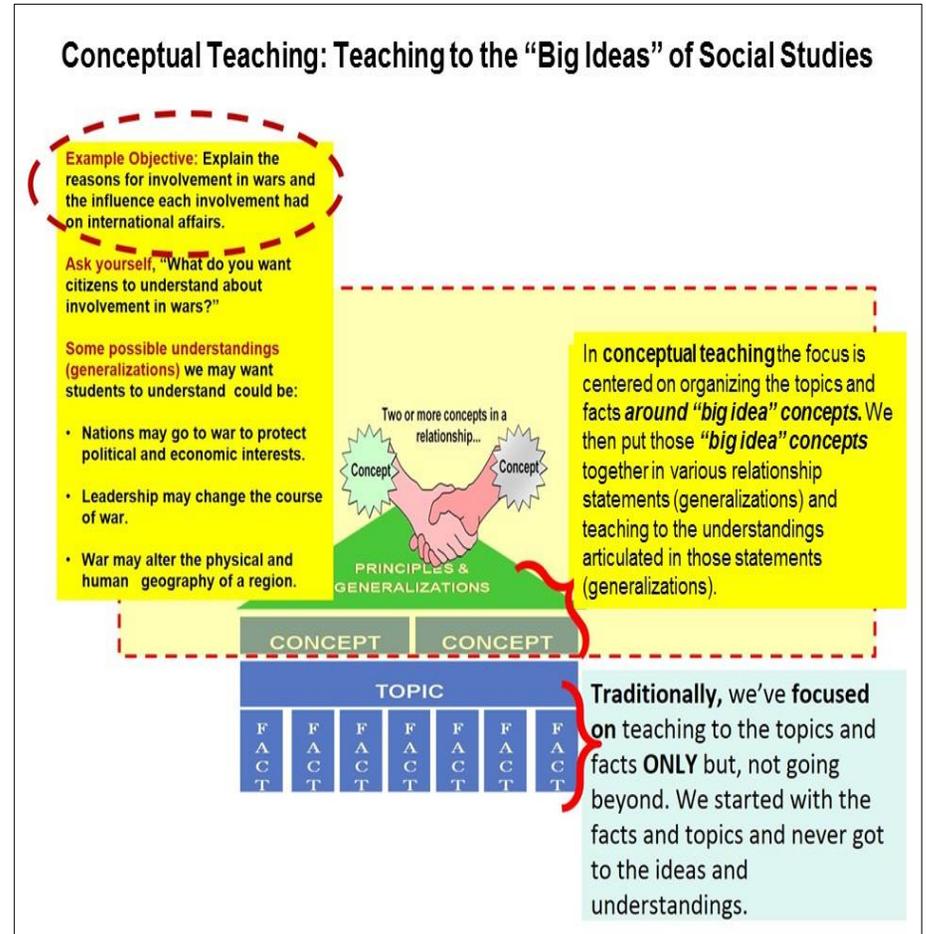
Generally, students tend to think that Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC’s social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens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



	X	X	X	4	Civics and Government	Quarters			
						1	2	3	4
8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.	X	X	X	4					
8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.	X	X	X	4	8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).	1	X	X	X
8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).	X	X	X	4	8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).	1	X	X	X
8.H.3.2 Explain how changes brought about by technology and other innovations affected individual and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).	X	X	X	4	8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).	1	X	X	X
8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.	X	X	X	4	8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).	1	X	X	X
8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.	X	X	X	4	8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).	1	X	X	X
Geography and Environmental Literacy	Quarters				8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).	1	X	X	X
	1	2	3	4					
8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.	1	X	X	X	8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.	1	X	X	X
8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).	1	X	X	X					
8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).	1	X	X	X					

