

Dear 3rd Grade Social Studies Teacher:

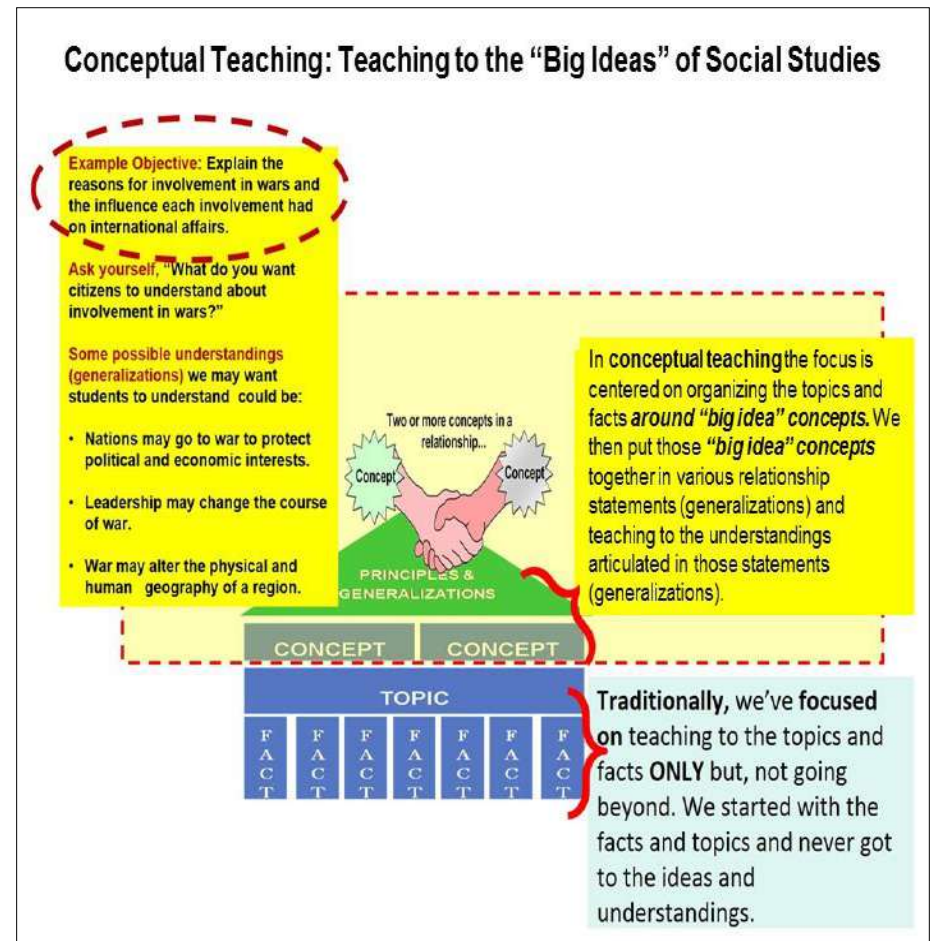
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of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

3.H.1 - Understand how events, individuals and ideas have influenced the history of local and regional communities.	Quarters			
	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.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.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.	X	X	X	4
3.H.2 - Use historical thinking skills to understand the context of events, people and places.	Quarters			
3.H.2.1 Explain change over time through historical narratives (events, people and places)	X	2	X	X
3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.	X	2	X	X

Geography and Environmental Literacy (G)

3.G.1 - Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).	Quarters			
	1	2	3	4
3.G.1.1 Find absolute and relative locations of places within the local community and region.	X	X	3	X
3.G.1.2 Compare the human and physical characteristics of places.	X	X	3	X
3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.	X	X	3	X
3.G.1.4 Explain how the movement of goods, people and ideas impact the community.	X	X	X	4
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.G.1.6 Compare various regions according to their characteristics.	X	X	3	X

Economics and Financial Literacy (E)

3.E.1 - Understand how the location of regions affects activity in a market economy.	Quarters			
	1	2	3	4
3.E.1.1 Explain how location impacts supply and demand.	X	X	X	4
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.E.2 - Understand entrepreneurship in a market economy.	Quarters			
3.E.2.1 Explain why people become entrepreneurs	X	X	X	4
3.E.2.2 Give examples of entrepreneurship in various regions of our state.	X	X	X	4

Civics and Governance (C&G)

3.C&G.1 - Understand the development, structure and function of local government.	Quarters			
	1	2	3	4
3.C&G.1.1 Summarize the historical development of local governments.	X	2	X	X
3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.	X	2	X	X
3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.	X	2	X	X
3.C&G.2 - Understand how citizens participate in their communities.	Quarters			
3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	1	X	X	X

Culture (C)

3.C.1 - Understand how diverse cultures are visible in local and regional communities.	Quarters			
	1	2	3	4
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

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&G.2.3 Apply skills in civic engagement and public discourse (school, community)	1	X	X	X

