

Dear 6th Grade Social Studies Teacher:

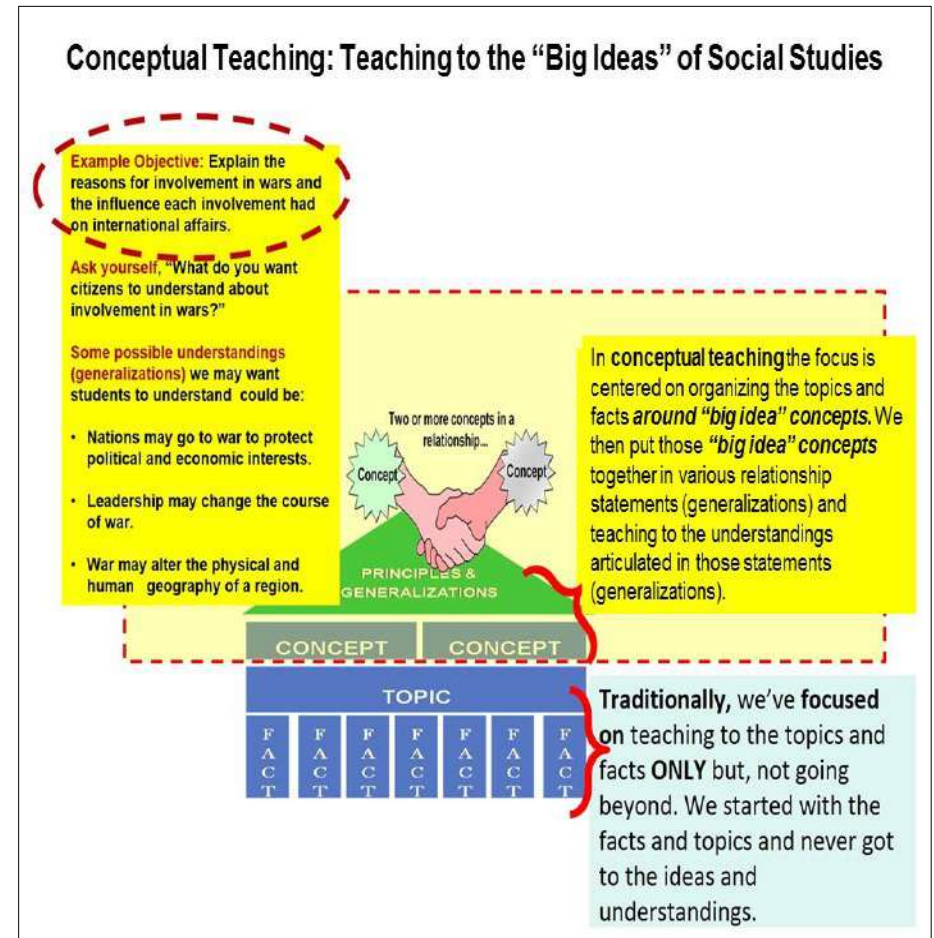
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of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

6th Grade At-a-Glance

History	Quarters				Economics and Financial Literacy	Quarters			
<u>6.H.1</u> Construct charts, graphs and historical narratives to explain particular events or issues over time.	X	X	3	X	<u>6.E.1.1</u> Explain how conflict, compromise and negotiation over the availability of resources (i.e. natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).	X	2	X	X
<u>6.H.1.2</u> Summarize the literal meaning of historical documents in order to establish context.	X	X	3	X	<u>6.E.1.2</u> Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	X	X	X	X
<u>6.H.1.3</u> Use primary and secondary sources to interpret various historical perspectives.	X	X	3	X	Civics and Government	Quarters			
<u>6.H.2.1</u> Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g, Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).	X	X	3	X	<u>6.C&G.1.1</u> Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).	X	X	X	4
<u>6.H.2.2</u> Compare historical and contemporary events and issues to understand continuity and change.	X	X	3	X	<u>6.C&G.1.2</u> Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).	X	X	X	4
<u>6.H.2.3</u> Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).	X	X	3	X	<u>6.C&G.1.3</u> Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.	X	X	X	4
<u>6.H.2.4</u> Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).	X	X	3	X	<u>6.C&G.1.4</u> Compare the role (e.g., maintain order and enforce societal values and beliefs) evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.	X	X	X	4

continued

Geography and Environmental Literacy	Quarters				Culture	Quarters			
6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).	1	X	X	X	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).	X	2	X	X
6.G.1.2 Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).	1	X	X	X	6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).	X	2	X	X
6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).	1	X	X	X	6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).	X	2	X	X
6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools domestication of plants and animals, farming techniques and creation of dwellings).	1	X	X	X					
6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.	1	X	X	X					
6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).	1	X	X	X					

