

Dear Kindergarten Grade Social Studies Teacher:

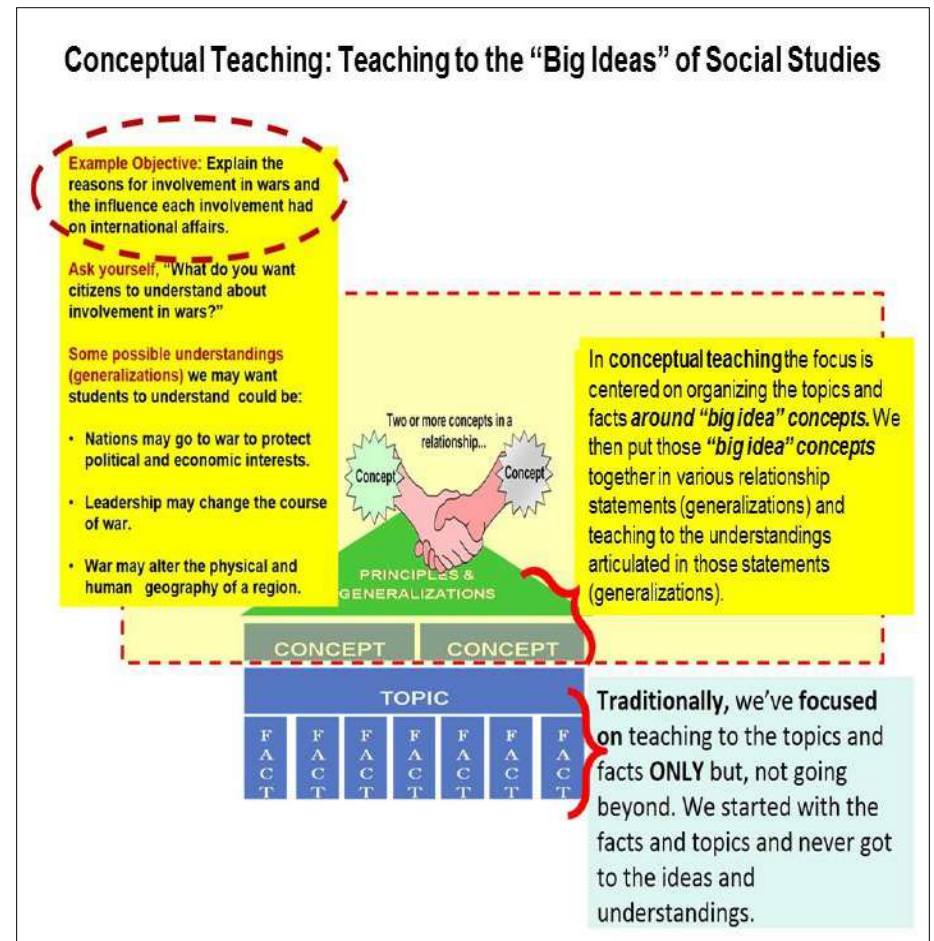
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of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

Social Studies At-a-Glance

	Quarters					Quarters			
Understand change over time.	1	2	3	4	Understand basic economic concepts.	1	2	3	4
K.H.1.1 Explain how people change over time (self and others).	X	X	4	X	K.E.1.1 Explain how families have needs and wants.	X	X	4	X
K.H.1.2 Explain how seasons change over time.	X	2	X	X	K.E.1.2 Explain how jobs help people meet their needs and wants	X	X	4	X
K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving)	X		4	X					
Use geographic representations and terms to describe surroundings	Quarters				Understand the Roles of a Citizen	Quarters			
K.G.1.1 Use maps to locate places in the classroom, school and home.	X	X	X	3	K.C&G.1.1 Exemplify positive relationships through fair play and friendship.	1	X	X	X
K.G.1.2 Use globes and maps to locate land and water features.	X	X	X	3	K.C&G.1.2 Explain why citizens obey rules in the classroom, school,	1	X	X	X
K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).	X	X	X	3					
K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).	X	X	X	3					
Understand the interaction between humans and the environment	Quarter s				Understand how individuals are similar and different.	Quarters			
K.G.2.1 Explain how people adapt to weather conditions.	X	2	X	X	K.C.1.1 Explain similarities in self and others.	1	X	X	X
K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).	X	2	X	X	K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).	1	X	X	X

