



**Parents, Let's Celebrate  
Students' Successes!**



# **Start With Your Beliefs**



**Display a positive attitude about school.**

**Know that you are a citizen and problem solver.**

**Expect your child to be a fine example of a citizen.**

**Remind your child of his/her duties as a citizen.**



# **Expect and Know How to Assist With Homework**

**When your child requests help try these prompts:**

- 1. Does this remind you of other events?**
- 2. What have you come up with so far?**
- 3. Where do you think you should start?**
- 4. What is the problem or question asking you?**
- 5. Would drawing a picture or diagram help?**
- 6. How can I help you (without doing it for you)?**



# Know Your Role As a Parent of a Good Citizen

Encourage your child to be a problem solver.

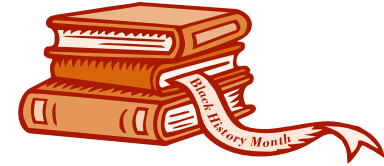
Provide a home environment which fosters learning.

Support those who assist you in your child's education.



# Make Social Studies A Part of the Routine

1. Shopping - discuss taxes: how much, who benefits, what is fair
2. Home: draw maps, explain directions, read the newspaper, predict outcomes from events, record events on the calendar, read social studies books, discuss current events

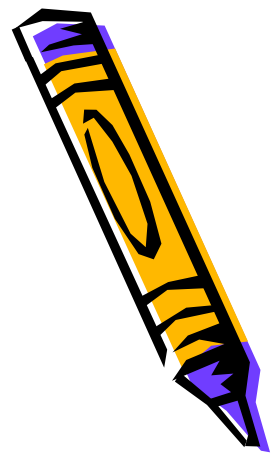


3. Play: build models, draw maps, cause and effect graphic organizers, "build" a country with family members as leaders to make the laws

4. Family celebrations: give "thinking" gifts



**Social Studies is an important part of your child's life. Students with a strong knowledge of history and democratic principals have a greater opportunity to make the world a better place.**



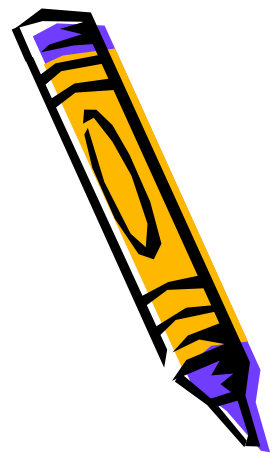
# Strands Assessed

- History
- Political Science (Government)
- Geography
- Economics



# Item Types

- Multiple-Choice (1 point each)
  - These items usually have four options. Each item will assess the content in History, Government, Geography or Economics.



## Sampling Information

- Students will be randomly selected to take either the Science or the Social Studies PACT.
- The test answer documents will be pre-coded – no one will know which students take which test until the testing time.
- The instructions for teachers administering the tests will be the same (generic) for both tests.



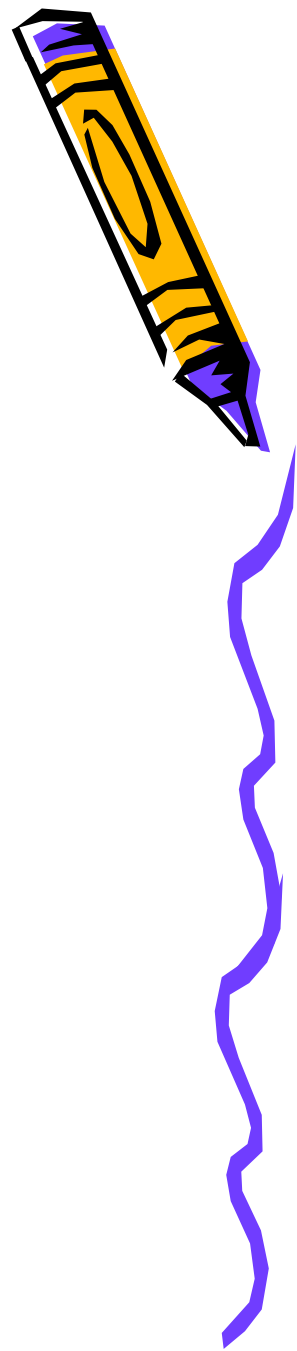
# PASS Blueprint 2009



- **There will be separate answer sheets for science and social studies. Answer choices alternate between A, B, C, D and F, G, H, I.**
- **No Constructed Response items**



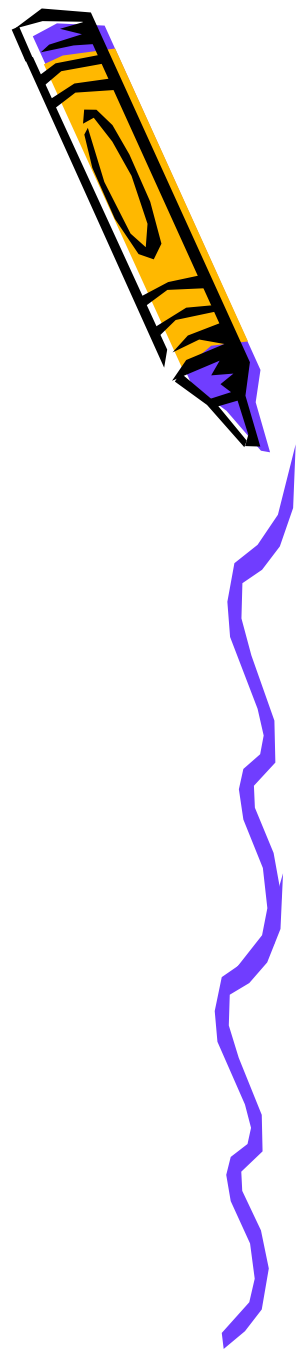
- The sample will be divided 50-50 within the grade level within the school, but not necessarily evenly divided within each classroom.



# Third Grade Example

**Grade 3 -South Carolina Studies Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

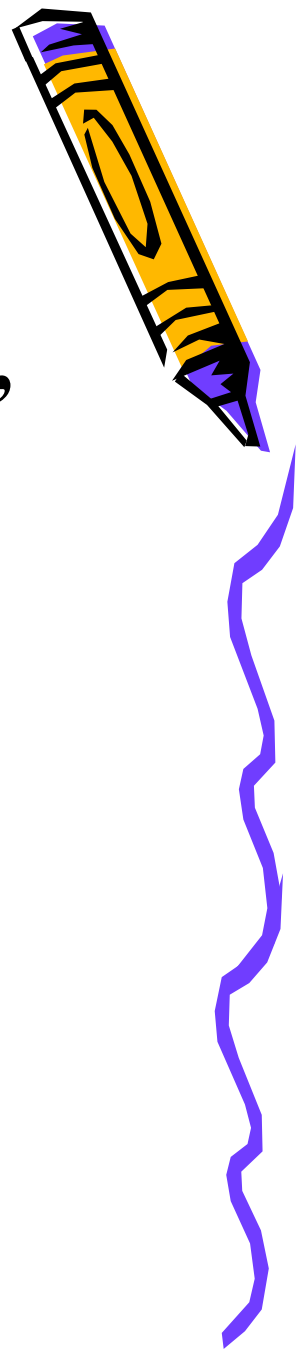
**Indicator 3-2.4:** Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations-Cherokee, Catawba, and Yemassee-that influenced the development of colonial South Carolina.



**What kind of homes did the Catawba, Cherokee, and Yemassee have?**

- A. stone houses**
- B. tepees of animal hides**
- C. wood and bark houses**
- D. mud brick pueblos**

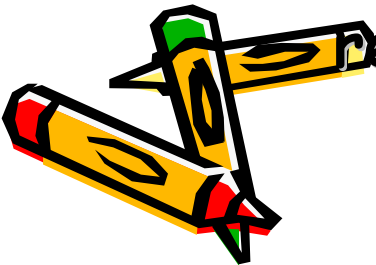
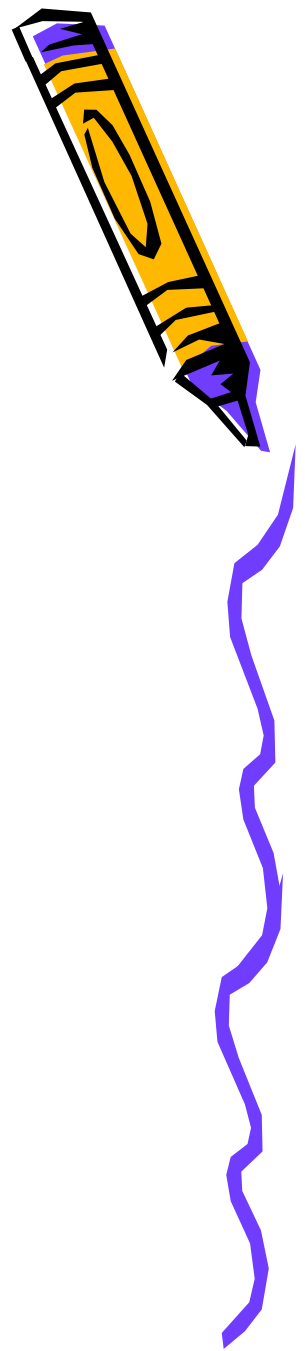
**Key: C**



## Grade 4 -United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

Indicator 4-6.1: Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region.



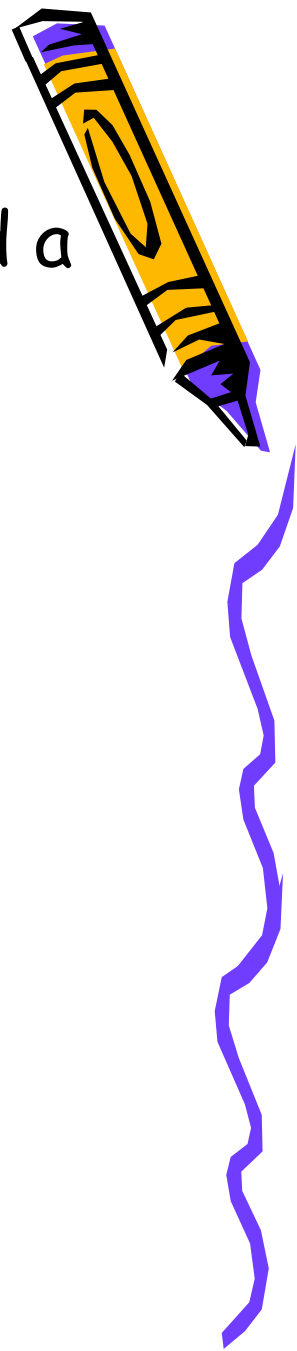
- Which statement **best** describes the South in the 1800s?
- A. Most white southerners owned large plantations.
- B. Most southerners settled in large cities.
- C. Most southerners hired indentured servants.
- D. Most white southerners owned small farms.
- Key: D





- **Grade 7 -Contemporary Cultures: 1600 to the Present**
- **Standard 7-3:**The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.
- **Indicator 7-3.3:** Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simon Bolivar in different independence movements, and the role of Father Miguel Hidalgo in the Mexican Revolution of 1810.





- In the early 1800s, which continent had a series of political revolutions to gain independence from Europe?
- A. Asia
- B. Africa
- C. North America
- D. South America
- Key: D



# Contact Information

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