



Purpose: The pacing guide will help teachers stay on track and ensure social studies curriculum continuity across elementary schools in WCPSS.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten	<p>Community and Civics K.C&G.1 Understand that people work together to create and follow rules. K.C&G.1.1 Explain why people follow rules in the classroom, school and community. K.C&G.1.2 Exemplify ways people follow rules in the classroom, school and community. K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community. K.C&G.1.4 Use procedure for how people can effectively work together to improve classrooms and community. Approx. 21 days of instruction</p>	<p>Understanding Culture</p> <p>ELA Topic: Exploring Places in My World</p> <p>TBA</p>	<p>Geography: Maps and Globes</p> <p>ELA Topic: Changes and Choices (economics)</p> <p>TBA</p>	<p>Economics</p> <p>ELA Topic: Friends and Families Work Together</p> <p>TBA</p>
First	<p>Community and Civics 1.C&G.1 Understand how people engage with and participate in the community. 1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities. 1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.</p>	<p>Communities, Maps and ways People impact their environment</p> <p>ELA: Protectors of our Global Community</p> <p>TBA</p>	<p>Understanding How Culture, Values, and Beliefs Shape People, Places, and Environments</p> <p>ELA: Dynamite Diversity</p> <p>TBA</p>	<p>Basic Economics</p> <p>ELA: Our Community Works Together</p> <p>TBA</p>



	<p>1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.</p> <p>1.C&G.1.4 Compare various processes or strategies people can use to improve communities.</p> <p>Approx. 15 days of instruction</p>			
Second	<p><u>Diverse Cultures in the United States</u></p> <p>2.B.1 Understand how values and beliefs shape culture in America.</p> <p>2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.</p> <p>2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.</p> <p>Approx. 30 days of instruction</p>	<p>We are Historical Detectives</p> <p>TBA</p>	<p>The Development of American Government</p> <p>TBA</p>	<p>Geography and the Environment</p> <p>TBA</p>
Third	<p>Civics and Government</p> <p>3.C&G.1.1 Compare the structure and function of both state and local government.</p> <p>3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.</p> <p>3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within</p>	<p>Economics</p> <p>ELA: Adaptations and the Wide World of Frogs</p> <p>TBA</p>	<p>The Local Community</p> <p>ELA: Exploring Literary Classics</p> <p>TBA</p>	<p>5 Themes of Geography</p> <p>ELA: Water Around the World</p> <p>TBA</p>



	communities. Approx. 30 days			
Fourth	<p>We are ALL NC 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina 4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina. 4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives Approx. 15 days of instruction</p> <p>Personal Financial Decisions Mini Unit 4.E.2.1 Explain the way in which personal financial decisions, such as spending and saving, may affect everyday life 4.E.2.2 Exemplify outcomes of positive and negative financial decisions. Approx. 5 days of instruction</p>	<p>The Growth and Development of NC 4.G.1.2: Exemplify the ways in which movement of people, goods, and ideas has impacted the development of North Carolina using maps and other geographic tools. 4.G.1.3: Summarize the reasons for forced and voluntary migrations to, from and within North Carolina. 4.E.1.1: Explain the ways in which scarcity impacts economic decisions in North Carolina. 4.E.1.2: Explain factors that have led to economic growth and decline for North Carolina's major industries. 4.E.1.3: Explain ways in which factors of production are influenced by the availability of resources in North Carolina.</p>	<p>The History of NC ELA Topic: The American Revolution TBA</p>	<p>Impacts of the people in NC ELA Topic: Responding to Inequity: Ratifying the 19th Amendment TBA</p>
Fifth	<p><u>Thinking Like A Historian</u> <i>In the Thinking Like a Historian Unit, students will use historical tools (primary/secondary sources, maps, timelines, charts, graphs, etc) to develop analytical and inquiry skills that will</i></p>	<p>Indigenous People, Colonialism, and Revolution</p>	<p>Developing a Nation: Industrialization, Westward Expansion, Civil War, and Reconstruction</p>	<p>Economics and Personal Finance</p>



	<p><i>deepen their study and understanding of United States history.</i></p> <p>5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p>5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.</p> <p>5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.</p> <p>5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.</p> <p>5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>Approx. 45 Days of instruction</p>	<p>TBA</p>	<p>ELA Topic: Athlete Leaders of social Studies</p> <p>TBA</p>	<p>TBA</p>
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