



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



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



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



	<p><i>deepen their study and understanding of United States history.</i></p> <p><b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p><b>5.G1.1</b> Explain the relationship between location, physical environment, and human activity in the United States.</p> <p><b>5.C&amp;G.1.1</b> Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.</p> <p><b>5.C&amp;G.2.2</b> Exemplify ways in which rights are protected under the United States Constitution.</p> <p><b>5.B.1.2</b> Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p><b>Approx. 45 Days of instruction</b></p>	<b>TBA</b>	<p><b>ELA Topic:</b> Athlete Leaders of social Studies</p> <p><b>TBA</b></p>	<b>TBA</b>
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