



**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><b><u>Thinking Like A Historian</u></b></p> <p><i>Students will develop an understanding of social roles, classroom, school and community rules. Students will develop inquiry skills and think as a historian as they compare and contrast how historical events impacted rules in the classroom, school and community.</i></p> <p><b>K.H.1</b> Understand change over time.</p> <p><b>K.C.&amp; G.1</b> Understand that people work together to create and follow rules.</p>	<p><b><u>Understanding Culture</u></b></p> <p><b>K.B.1</b> Understand cultural practices in local communities and around the world.</p>	<p><b><u>Geography: Maps and Globes</u></b></p> <p><b>K.G.1</b> Apply simple geographic representations, tools, and terms to describe surroundings.</p> <p><b>K.H.1.1</b> Exemplify ways in which people have changed over time.</p>	<p><b><u>Basic Economics</u></b></p> <p><b>K.E.1</b> Analyze basic economic concepts.</p> <p><b>K.G.2</b> Understand interactions between humans and the environment.</p>
First	<p><b><u>Thinking Like A Historian</u></b></p> <p><i>Students will use geographic tools, primary and secondary sources to learn how schools and education have changed over time, and vary from place to place while building research and inquiry skills.</i></p> <p><b>1.C&amp;G.1.2</b> Exemplify ways individuals and groups contribute to the making of rules and laws.</p> <p><b>1.H.1.1</b> Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.</p> <p><b>1.H.1.2</b> Use primary and secondary sources to compare multiple perspectives of various events in history.</p>	<p><b><u>Civics and Government and Geography</u></b></p> <p><b>1.C&amp;G.1.1</b> Exemplify ways individuals and groups play a role in shaping communities.</p> <p><b>1.C&amp;G.1.3</b> Identify the differences between rights and responsibilities of citizens in various communities.</p> <p><b>1.G.1.2</b> Exemplify how geographic features are represented by symbols on maps or digital representations.</p> <p><b>1.G.2.2</b> Explain the various ways people impact the physical environment in different regions around the world.</p>	<p><b><u>Understanding Culture and Community</u></b></p> <p><b>1.B.1</b> Understand how culture, values, and beliefs shape people, places, and environments.</p> <p><b>1.C&amp;G.1.2</b> Exemplify ways individuals and groups contribute to the making of rules and laws.</p> <p><b>1.H.1.2</b> Use primary and secondary sources to compare multiple perspectives of various events in history.</p>	<p><b><u>Basic Economics</u></b></p> <p><b>1.E.1</b> Understand the role of basic economic concepts in the decisions people make.</p>



<p><b>Second</b></p>	<p><b><u>Thinking Like A Historian</u></b></p> <p><i>Students will delve into clues by using primary and secondary sources to examine maps, government and the relationship between people and their environment. Students will begin thinking like a historian by using historical thinking while building research and inquiry skills.</i></p> <p><b>2.C&amp;G.1.3</b> Compare the structure and function of the three branches of government at the national level.</p> <p><b>2.E.1.1</b> Explain how scarcity affects economic decisions.</p> <p><b>2.H.1.3</b> Compare various perspectives of the same time period using primary and secondary sources.</p>	<p><b><u>The Development of American Culture</u></b></p> <p><i>Museum of Me. Thinking of ourselves as historical figures in history, we will continue to build our inquiry skills by exploring our own identities and the identities of others shaping America. Culminating into a museum of each student sharing their culture and the culture of a cultural group.</i></p> <p><b>2.B.1</b> Understand how values and beliefs shape culture in America.</p> <p><b>2.H.1.1</b> Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.</p> <p><b>2.H.1.3</b> Compare various perspectives of the same time period using primary and secondary sources.</p>	<p><b><u>The Development of American Government</u></b></p> <p><i>What does the perfect world look like? Can you imagine it? What is a law that you would want passed? Students answer these questions and follow the steps to pass a law through the American government. At the same time, they will explore different groups that use the ideals of American freedom of speech, and democracy to obtain a world closer to their vision of a perfect world.</i></p> <p><b>2.C&amp;G.1</b> Understand how freedom, equality, and democracy contribute to the government of America.</p> <p><b>2.H.1.1</b> Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.</p> <p><b>2.H.1.2</b> Explain ways in which various historical events have shaped American history.</p>	<p><b><u>Geography and the Environment</u></b></p> <p><i>Bees have preferences to the type of flowers they prefer. How do people choose where they live? Students will explore immigration into the United States comparing the experiences of those who traveled to the East Coast and the West Coast. They will continue to interpret how these settlements across America influenced the ideas and cultures in those regions.</i></p> <p><b>2.H.1.1</b> Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.</p> <p><b>2.H.1.2</b> Explain ways in which various historical events have shaped American history.</p> <p><b>2.E.1.2</b> Explain how the availability of resources impacts the production of goods.</p> <p><b>2.G.1</b> Understand how interaction between humans and the physical environment is impacted by movement and settlement.</p>
<p><b>Third</b></p>	<p><b><u>Thinking Like A Historian</u></b></p> <p><i>Students will learn about primary and secondary sources to compare multiple interpretations of historical events and the movement of goods and ideas and the impact they have on local communities. Students will also examine the government's and leaders' roles in these events while developing research and inquiry skills.</i></p> <p><b>3.H.1.2</b> Explain the lasting impact</p>	<p><b><u>Local Economics</u></b></p> <p><b>3.E.1</b> Understand how economic decisions and resources affect the local economy.</p>	<p><b><u>The Impact of People on the Local Community</u></b></p> <p><b>3.B.1</b> Understand how values and beliefs of individuals and groups influence communities.</p> <p><b>3.H.1.1</b> Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.</p>	<p><b><u>Geography</u></b></p> <p><b>3.G.1</b> Understand how geography impacts the development of regions and communities.</p> <p><b>3.C&amp;G.1.1</b> Compare the structure and function of both state and local government.</p> <p><b>3.C&amp;G.1.2</b> Classify the roles and responsibilities of leaders in state and local government.</p>



	<p>historical events have had on local communities.  <b>3.H.1.3</b> Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.</p> <p><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.</p> <p><b>3.G.1.3</b> Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p>		<p><b>3.C&amp;G.1.3</b> Compare how state, local, and tribal governments help solve problems within communities.</p> <p><b>3.H.1.2</b> Explain the lasting impact historical events have had on local communities.  <b>3.H.1.3</b> Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.</p>	
<p><b>Fourth</b></p>	<p><b><u>Thinking Like A Historian</u></b></p> <p><i>Students will use geographic tools and primary and secondary sources to learn about the history and economic development of the regions of NC, while building inquiry and research skills used by historians.</i></p> <p><b>4.G.1.1</b> Compare the development of various geographic regions in North Carolina using geographic tools and representations.</p> <p><b>4.H.1.5:</b> Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p> <p><b>4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders.</p> <p><b>4.E.1.2:</b> Explain the factors that have led to economic growth and decline for North</p>	<p><b><u>Economic Impacts In NC</u></b></p> <p><b>4.G.1.1</b> Compare the development of various geographic regions in North Carolina using geographic tools and representations.  <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.E.1.1</b> Explain the ways in which scarcity impacts economic decisions in North Carolina.  <b>4.E.1.3</b> Explain ways in which factors of production are influenced by the availability of resources in North Carolina.  <b>4.E.2.1</b> Understand the impact of personal financial decisions.</p> <p><b>4.E.2.2:</b> Exemplify the outcomes of positive and negative financial decisions.</p> <p><b>4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders.</p>	<p><b><u>The History of NC</u></b></p> <p><b>4.H.1</b> Understand the role of various people, events, and ideas in shaping 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. G.1.3:</b> Summarize the reasons for forced and voluntary migration to, from and within North Carolina.</p>	<p><b><u>We are ALL NC:</u></b></p> <p><b>4.B.1</b> Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.</p> <p><b>4.C&amp;G.1.2</b> Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.</p> <p><b>4.H.1.2</b> Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.  <b>4.H.1.5</b> Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p>



	<p>Carolina's major industries.</p>	<p><b>4.C&amp;G.1.3</b> Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p> <p><b>4.B1.2</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>Fifth</b></p>	<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 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><u>PreColonialism and Revolution (Indigenous People, European Colonization, and the American Revolution)</u></b></p> <p><b>5.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped the United States.</p> <p><b>5.H.1.4</b> Explain the impact of major conflicts and events on the development of the United States.</p> <p><b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p><b>5.H.1.6</b> Explain the significance of national symbols and traditions from various perspectives.</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>5.E.1.1</b> Explain factors that led to economic growth and decline within the United States at various times in history.</p> <p><b>5.E.1.2</b> Compare economic decisions in terms of benefits and consequences.</p>	<p><b><u>Developing America (New Nation, Westward Expansion, Civil War)</u></b></p> <p><b>5.H.1.1</b> Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States</p> <p><b>5.H.1.2</b> Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.</p> <p><b>5.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped the United States.</p> <p><b>5.H.1.4</b> Explain the impact of major conflicts and events on the development of the United States.</p> <p><b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p><b>5.E.1.1</b> Explain factors that led to economic growth and decline within the United States at various times in history.</p> <p><b>5.E.1.3</b> Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p> <p><b>5.G.1.2</b> Explain ways in which voluntary and forced migration and slavery led to</p>	<p><b><u>Changing Society (Reconstruction, Jim Crow, Immigration, and Civil Rights)</u></b></p> <p><b>5.H.1</b> Understand the role of various people, events, and ideas in shaping the United States.</p> <p><b>5.B.1</b> Understand ways in which values and beliefs have influenced the development of the United States.</p> <p><b>5.C&amp;G.1.2</b> Explain how the three branches of government work together to protect freedom, equality, and justice.</p> <p><b>5.C&amp;G.2</b> Understand the ways in which the federal government has protected individual rights of citizens.</p> <p><b>5.G.1.3</b> Explain how technological innovation has impacted the geography of the United States.</p> <p><b>5.G.1.4</b> Explain the reasons for forced and voluntary migration to, from, and within the United States.</p> <p><b>5.E.1.2</b> Compare economic decisions in terms of benefits and consequences.</p> <p><b>5.E.2</b> Understand the impact of personal financial decisions.</p> <p><b>5.E.1.4</b> Summarize the role of trade</p>



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			<p>changes in the landscape of the United States, using maps.</p> <p><b>5.G.1.3</b> Explain how technological innovation has impacted the geography of the United States.</p> <p><b>5.G.1.4</b> Explain the reasons for forced and voluntary migration to, from, and within the United States.</p> <p><b>5.C&amp;G.1</b> Analyze the structure and function of the United States government in terms of cooperation and compromise.</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>between the United States and other countries.</p>
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