

Grade 4 – Social Studies Pacing Guide

2010 NC Essential Standards for Social Studies

1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Unit 1: Geography & Environmental Literacy: Growth & Development "Where in the World is NC?" 4.G.1: Understand how human, environmental and technological factors affect the growth and development of North Carolina. 4.G.1.1 - Summarize the changes that have occurred in NC since statehood: population growth, transportation, communication, and land use. 4.G.1.2 - Explain the impact that human activity has on the availability of natural resources in NC. 4.G.1.3 - Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. 4.G.1.4 - Explain the impact of technology (communication, transportation, and inventions) on NC's citizens, past and present.	Unit 3: History: History and Colonization 4.H.1: Analyze the chronology of key historical events in North Carolina history. 4.H.1.1 - Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration. 4.H.1.2 - Explain how and why NC was established. 4.H.1.3 - Explain how people, events and development brought about changes to communities in various regions of NC. 4.H.1.4 - Analyze NC's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.	Unit 5: Civics and Government 4.C&G.1: Understand the development, structure and function of North Carolina's government. 4.C&G.1.1 - Summarize the key principles and revisions of the NC Constitution. 4.C&G.1.2 - Compare the roles and responsibilities of state elected leaders. 4.C&G.1.3 - Explain the influence of the colonial history of North Carolina on the governing documents of our state. 4.C&G.1.4 - Compare NC's governments with local governments.	Unit 6: Economics and Personal Financial Literacy 4.E.1: Understand how a market economy impacts life in North Carolina. 4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity, and entrepreneurship. 4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions. 4.E.1.3 Analyze the historical and contemporary role that major NC industries have played in the state, nation and world. 4.E.1.4 Explain the impact of entrepreneurship on the economy of NC. 4.E.2: Understand the economic factors when making personal choices. 4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes, can positively and/or negatively affect everyday life. 4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.
Unit 2: Culture: People and Culture 4.C.1: Understand the impact of various cultural groups on North Carolina. 4.C.1.1 - Explain how the settlement of people from various cultures affected the development of regions in NC — languages, foods, and traditions). 4.C.1.2 - Explain how the artistic expression of various groups represents the cultural heritage of NC.	Unit 4: History: Structures and Symbolism 4.H.2: Understand how notable structures, symbols and place names are significant to North Carolina. 4.H.2.1 - Explain why important buildings, statues, monuments and place names are associated with the state's history. 4.H.2.2 - Explain the historical significance of North Carolina's state symbols.	4.C&G.2: Analyze the North Carolina Constitution. 4.C&G.2.1 - Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities. 4.C&G.2.2 - Give examples of rights and responsibilities of citizens according to the NC Constitution. 4.C&G.2.3 - Differentiate between rights and responsibilities in the NC Constitution.	
Unit 1: Geography & Environmental Literacy: Growth & Development Textbook Unit 1: North Carolina's Geography Textbook Unit 6: Technology in North Carolina Unit 2: Culture: People and Culture Textbook Unit 4: North Carolina's People Textbook Unit 6: Culture in North Carolina	Unit 3: History: History and Colonization Textbook Unit 2: Settlements and Colonies Unit 4: History: Structures and Symbolism Textbook Unit 3: North Carolina Statehood	Unit 5: Civics and Government Textbook Unit 3: Government and Citizenship	Unit 6: Economics and Financial Literacy Textbook Unit 7: North Carolina's Economy

Wake County Schools Social Studies Pacing Guide

David Baud



Wake County Schools Social Studies Pacing Guide:

Resources in Education ,1995 **Current Catalog** National Library of Medicine (U.S.),1980 Includes subject section name section and 1968 1970 technical reports **Who's who in America** ,2003 Resources in Education ,1995

Ladies' Home Journal ,1926 **Who's who in the South and Southwest** ,1993 **Forthcoming Books** Rose Army,1984 *Who's who in the West* ,2000 *Quill & Quire* ,1998 *Whitaker's Cumulative Book List* ,1972 **Who's who in American Nursing** ,1986 *Books in Print Supplement* ,1982 **A Correlation of Scott Foresman Social Studies to the Omaha Public Schools Social Studies Pacing Guide, Grades K-6** Scott, Foresman and Company,Pearson Education, Inc,2003 Rowan County Pacing Guide ,2007 **Social Studies Curriculum Guide** School District of Pickens County (S.C.),1995 Social Studies Curriculum Guide for Grades K-8 Savannah-Chatham County Public Schools,1981 Social Studies Skills Sequence Massachusetts. Brookline Public Schools,1980 **Social Studies Curriculum Guides** Laurens County School District 55,1984 Teacher Perception of Pacing Guide Use in the Secondary Classroom Donna Michele Smith Turner,2015

Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students Writing & Research in the Social Studies Fairfax County Public Schools,1980

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