

Social Studies

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Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. 	<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how the government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<ul style="list-style-type: none"> ● Political and civic institutions impact all aspects of people’s lives. ● Governments have different structures which impact development (expansion) and civic participation.

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Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<p>When all members of the group are given the opportunity to participate in the decisionmaking process, everyone’s voice is heard.</p>	<ul style="list-style-type: none"> ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. 	<ul style="list-style-type: none"> ● Civic participation and deliberation are the responsibility of every member of society. ● Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

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Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the End of Grade 2

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

By the End of Grade 5

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

By the End of Grade 8

- The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

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Civics, Government, and Human Rights: Process and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. 	<ul style="list-style-type: none"> ● There are different processes for establishing rules and laws. ● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. 	<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>

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Civics, Government, and Human Rights: Human and Civil Rights

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<p>Individuals may be different, but all have the same basic human rights.</p>	<ul style="list-style-type: none"> ● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. ● Individuals have the right to be safe and not to be bullied or discriminated against. 	<ul style="list-style-type: none"> ● Human and civil rights include political, social, economic, and cultural rights. ● Social and political systems have protected and denied human rights (to varying degrees) throughout time. ● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

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Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
Certain character traits can help individuals become productive members of their community.	Certain dispositions help individuals contribute to the health of American democracy.	The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8

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<ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. 	<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<p>Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth’s surface.</p>
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Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth’s surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> • Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs. 	<ul style="list-style-type: none"> • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. 	<ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

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Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<p>Environmental characteristics influence how and where people live.</p>	<ul style="list-style-type: none"> ● Environmental and cultural characteristics influence where and how people live. ● Human activity affects the cultural and environmental characteristics of places and regions. ● Cultural and environmental characteristics change over time. 	<ul style="list-style-type: none"> ● Cultural patterns and economic decisions influence environments and the daily lives of people. ● The physical and human characteristics of places and regions are connected to human identities and cultures.

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Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the End of Grade 2

Global interconnections occur in both human and physical systems across different regions of the world.

By the End of Grade 5

- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

By the End of Grade 8

- Cultural and environmental practices impact the geography of an area.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

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Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants, and the availability of resources. ● Limited resources influence choices. ● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 	<ul style="list-style-type: none"> ● Economic decision-making involves setting goals and identifying the resources available to achieve those goals. ● An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>

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Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> ● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. ● The exchange of goods and services can have negative and positive effects. 	<ul style="list-style-type: none"> ● People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. ● Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. ● Markets exist to facilitate the exchange of goods and services.

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		<ul style="list-style-type: none"> • Competition among sellers and buyers exists in specific markets.
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Economics, Innovation and Technology: National Economy		
<p>The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p>		
By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. 	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and 	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being, and

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	technological progress.	quality of life.
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Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
There are benefits to trading goods and services with other countries.	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> ● The global economy is the system of trade and industry across the world that has emerged due to globalization.

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		<ul style="list-style-type: none"> ● Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. ● Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. ● Economic interdependence is impacted by increased specialization and trade.
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History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people 	<ul style="list-style-type: none"> ● Chronological sequencing helps us track events over time. 	<ul style="list-style-type: none"> ● Chronological sequencing helps us understand the interrelationship of

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<p>understand the past.</p> <ul style="list-style-type: none"> Understanding the past helps to make sense of the present. 	<ul style="list-style-type: none"> Interactions of people and events throughout history have shaped the world we experience today. 	<p>historical events.</p> <ul style="list-style-type: none"> Political, economic, social, and cultural factors both change and stay the same over time. Historical events may have single, multiple, and direct and indirect causes and effects. Historical events and developments are shaped by social, political, cultural, technological, and economic factors
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History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> Two or more individuals can have a different understanding of the same 	<ul style="list-style-type: none"> Respecting and understanding the views of others helps one learn about 	<ul style="list-style-type: none"> An individual's perspective is impacted by one's background and

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<p>event.</p> <ul style="list-style-type: none"> Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. 	<p>various perspectives, thoughts, and cultures.</p> <ul style="list-style-type: none"> Events may be viewed differently based on one's perspective. Historical records are shaped by the society that the creator lived in. 	<p>experiences.</p> <ul style="list-style-type: none"> Perspectives change over time. Historical contexts and events shaped and continue to shape people's perspectives. The perspectives of people in the present shape interpretations of the past.
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History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
<ul style="list-style-type: none"> The nature of history involves stories of the past preserved in a variety of 	<ul style="list-style-type: none"> There are a variety of sources that help us understand the past. 	<ul style="list-style-type: none"> Historical sourcing and evidence are based on a review of materials and

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<p>sources.</p> <ul style="list-style-type: none">• Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none">• Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<p>sources from the past.</p> <ul style="list-style-type: none">• Examining historical sources may answer questions but may also lead to more questions.• Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
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History, Culture, and Perspectives: Claims and Argumentation

HClaims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

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By the End of Grade 2	By the End of Grade 5	By the End of Grade 8
Historians create arguments outlining ideas or explanations based on evidence.	Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none">● Historians analyze claims within sources for perspective and validity.● Historians develop arguments using evidence from multiple relevant historical sources.