



Social Studies  
Grade 4

**Grade 4**  
**Crosswalk for Standard Course of Study and Extended Content Standards**

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry 3-5	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
<b>Compelling Questions</b>	<p><b>I.1.1</b> Identify content required to provide an answer to compelling questions.</p> <p><b>I.1.2</b> Construct compelling questions that promote inquiry with peers.</p>
<b>Supporting Questions</b>	<p><b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions.</p> <p><b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers.</p>
<b>Gathering and Evaluating Sources</b>	<p><b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions.</p> <p><b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>

<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions. <b>I.1.8</b> Accurately use information from sources when making claims. <b>I.1.9</b> Make inferences from information in sources.
<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources.
<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question.

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
<b>4.B.1</b> Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.	<b>4.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.	<b>ECS.4.B.1.1</b> Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of North Carolina.
	<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.	<b>ECS.4.B.1.2</b> Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted North Carolina.

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Civics and Government		
Standard	Objectives	Extended Content Standards
<b>4.C&amp;G.1</b> Understand the role of citizens in local and state government.	<b>4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders.	<b>ECS.4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders.
	<b>4.C&amp;G.1.2</b> Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.	<b>ECS.4.C&amp;G.1.2</b> Demonstrate an understanding of the impact women, indigenous, religious, and racial groups have on local and state government.
	<b>4.C&amp;G.1.3</b> Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	<b>ECS.4.C&amp;G.1.3</b> Compare examples of rights and responsibilities reflected in the North Carolina Constitution.

Economics		
Standard	Objectives	Extended Content Standards
<b>4.E.1</b> Understand how economic decisions and resources affect the economy of North Carolina.	<b>4.E.1.1</b> Explain the ways in which scarcity impacts economic decisions in North Carolina.	<b>ECS.4.E.1.1</b> Explain the ways in which scarcity impacts economic decisions in North Carolina.
	<b>4.E.1.2</b> Explain factors that have led to economic growth and decline for North Carolina’s major industries.	<b>ECS.4.E.1.2</b> Identify the factors that led to economic growth and decline for North Carolina industries over time.
	<b>4.E.1.3</b> Explain ways in which factors of production are influenced by the availability of resources in North Carolina.	<b>ECS.4.E.1.3</b> Identify factors of production that are influenced by the availability of resources in North Carolina.
<b>4.E.2</b> Understand the impact of personal financial decisions	<b>4.E.2.1</b> Explain the way in which personal financial decisions such as spending and saving may affect everyday life.	<b>ECS.4.E.2.1</b> Demonstrate an understanding of spending and saving and how it may affect everyday life.
	<b>4.E.2.2</b> Exemplify outcomes of positive and negative financial decisions.	<b>ECS.4.E.2.2</b> Explain outcomes of positive and negative financial decisions.

Geography		
Standard	Objectives	Extended Content Standards
<b>4.G.1</b> Understand the role geography has played in the development of North Carolina.	<b>4.G.1.1</b> Compare the development of various geographic regions in North Carolina using geographic tools and representations.	<b>ECS.4.G.1.1</b> Use geographic tools to compare various geographic regions in North Carolina.
	<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.	<b>ECS.4.G.1.2</b> Illustrate ways in which movement of people and goods has impacted the development of North Carolina using maps and other geographic tools.
	<b>4.G.1.3</b> Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.	<b>ECS.4.G.1.3</b> Identify the reasons for forced and voluntary migration to, from, and within North Carolina.

History		
Standard	Objectives	Extended Content Standards
<b>4.H.1</b> Understand the role of various people, events, and ideas in shaping North Carolina.	<b>4.H.1.1</b> Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.	<b>ECS.4.H.1.1</b> Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted North Carolina.
	<b>4.H.1.2</b> Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.	<b>ECS.4.H.1.2</b> Identify the changing roles of women, indigenous, racial and other minority groups throughout the history of North Carolina.
	<b>4.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped North Carolina.	<b>ECS.4.H.1.3</b> Identify ways in which revolution, reform, and resistance have shaped North Carolina.
	<b>4.H.1.4</b> Summarize the role North Carolina has played in major conflicts and events throughout the history of America.	<b>ECS.4.H.1.4</b> Outline the role North Carolina has played in major conflicts and events throughout the history of America.
	<b>4.H.1.5</b> Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.	<b>ECS.4.H.1.5</b> Demonstrate an understanding of two or more perspectives of various historical events in North Carolina.
	<b>4.H.1.6</b> Explain the significance of historical symbols in North Carolina from various perspectives.	<b>ECS.4.H.1.6</b> Demonstrate an understanding of two or more perspectives of various historical symbols in North Carolina.