



## NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 4

The Extended Content Standards in the fourth grade course, *North Carolina History*, support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

Pursuant to the passage of House Bill 1032 An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the new extended content standards for 4th grade will study North Carolina history from pre-colonial times through the present day. In the history strand, students will examine North Carolina's role in major United States events. This will lay the foundations necessary for delving into United States history in 5th grade. In the behavioral science strand, students will look at how various groups have contributed to the diversity of North Carolina throughout its history. Students will also prepare for their role as responsible and informed citizens by examining the North Carolina Constitution and the separation of powers in state government. In the geography strand, students will address the concept of movement and its impact on people, goods, and ideas in North Carolina. Students will also explore the strand of economics, where they will learn how natural resources have influenced economic development in the state. Fourth-grade extended content standards help prepare students for more sophisticated studies of our state, nation, and world in later grades. This course is designed to be taught through integrating the objectives across strands in order to give students a foundational knowledge of North Carolina's behavioral science, civics & government, economics, geography, and history. These extended content standards are designed to be taught throughout the timeline of North Carolina history from the pre-colonial period to the present day. They are meant to be revisited throughout the course of the school year so that by the end of the school year students can understand the ways in which the extended content standards relate to North Carolina throughout history.

**These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their 4th Grade course. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

**Inquiry 3-5**

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.

Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Identify content required to provide an answer to compelling questions. <b>I.1.2</b> Construct compelling questions that promote inquiry with peers.
<b>Supporting Questions</b>	<b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions. <b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers.
<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions. <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.
<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.
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Behavioral Sciences	
Standard	Extended Content Standards
<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>ECS.4.B.1.1</b> Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of North Carolina.</p>
	<p><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.</p>

Civics and Government	
Standard	Extended Content Standards
<p><b>4.C&amp;G.1</b> Understand the role of citizens in local and state government.</p>	<p><b>ECS.4.C&amp;G.1.1</b> Compare the roles and responsibilities of state elected leaders.</p>
	<p><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.</p>
	<p><b>ECS.4.C&amp;G.1.3</b> Compare examples of rights and responsibilities reflected in the North Carolina Constitution.</p>

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

Geography	
Standard	Extended Content Standards
<p><b>4.G.1</b> Understand the role geography has played in the development of North Carolina.</p>	<p><b>ECS.4.G.1.1</b> Use geographic tools to compare various geographic regions in North Carolina.</p>
	<p><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.</p>
	<p><b>ECS.4.G.1.3</b> Identify the reasons for forced and voluntary migration to, from, and within North Carolina.</p>



History	
Standard	Extended Content Standards
<p><b>4.H.1</b> Understand the role of various people, events, and ideas in shaping North Carolina.</p>	<p><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.</p>
	<p><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.</p>
	<p><b>ECS.4.H.1.3</b> Identify ways in which revolution, reform, and resistance have shaped North Carolina.</p>
	<p><b>ECS.4.H.1.4</b> Outline the role North Carolina has played in major conflicts and events throughout the history of America.</p>
	<p><b>ECS.4.H.1.5</b> Demonstrate an understanding of two or more perspectives of various historical events in North Carolina.</p>
	<p><b>ECS.4.H.1.6</b> Demonstrate an understanding of two or more perspectives of various historical symbols in North Carolina.</p>