



Social Studies

Grade 4

NCDPI State Course Code – 4004

North Carolina Social Studies Standards for Grade 4

The standards and objectives 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 college, 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 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 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 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 standards relate to North Carolina throughout history.

These standards and objectives 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 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 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 Standard Course of Study 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.

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
Compelling Questions	I.1.1 Identify content required to provide an answer to compelling questions.
	I.1.2 Construct compelling questions that promote inquiry with peers.
Supporting Questions	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.
	I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.7 Construct claims in response to compelling and supporting questions.
	I.1.8 Accurately use information from sources when making claims.
	I.1.9 Make inferences from information in sources.
Communicating Ideas	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	I.1.11 Identify ways to address problems related to the compelling question.

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

Behavioral Sciences	
Standard	Objectives
4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.	4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
	4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina

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

Civics and Government	
Standard	Objectives
4.C&G.1 Understand the role of citizens in local and state government.	4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.
	4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.
	4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

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

Economics	
Standard	Objectives
4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.	4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.
	4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.
	4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.
4.E.2 Understand the impact of personal financial decisions.	4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life.
	4.E.2.2 Exemplify outcomes of positive and negative financial decisions.

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

Geography	
Standard	Objectives
4.G.1 Understand the role geography has played in the development of North Carolina.	4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.
	4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.
	4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina

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

History	
Standard	Objectives
4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.	4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.
	4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.
	4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.
	4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.
	4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.
	4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.