



An At-Home Guide for Families

4th Grade Social Studies in North Carolina Public Schools

Course Outline

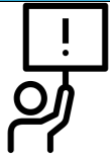

At the end of the course, my child will know...

- how to explain the ways in which the values and beliefs of various groups of people have influenced the development of North Carolina’s identity as a state.
- how to participate in their role as a citizen in local and state government.
- how to explain the impact of personal financial decisions.
- how to explain the role geography has played in the development of North Carolina.
- how to construct compelling and supporting questions that promote inquiry with peers.
- how to gather and evaluate both primary and secondary sources to create responses to compelling questions.
- how to take informed action by addressing problems related to the compelling question.






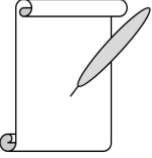


Curious what the specific standards are for 4th Grade Social Studies in North Carolina?

Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI’s unpacked contents document](#) aligned to the course standards.

Key Vocabulary

Visual	Term	Definition
	Activism	Action by people to cause political, environmental, economic or social change to make the world a better place
	Barrier Island	Coastal landforms surrounded by water with dunes and flat areas of sand formed by waves and the tides running parallel to the mainland



Visual	Term	Definition
	Civics	Study of the rights and duties of citizenship
	Clogging	Official dance of NC and a style of dance in which the dancers wear clogs and create rhythms on the floor
	Conflict	Strong disagreement between groups of people
	Constituent	People who politicians have been elected to represent
	Entrepreneurship	Occurs when one uses land, labor and capital to create a business to make money
	Halifax Resolves	Resolution written in Halifax, North Carolina, that encouraged the delegates to the Continental Congress to push for independence from England
	Human Rights	Basic rights that every person has just for being alive – regardless of gender, skin color, religion, nationality, age or disability
	Tax/Taxation	Money that people have to pay to the government which is used to pay for public services

Learning in Action: Grade Level Skills



Examples of Grade Level Skills

Economic Standards Task Example:

Students role play as the CEO of a company who would like to open a new branch in North Carolina. Students must research different industries and the best location for this new branch. Then they must develop a proposal explaining how this new industry would be a good addition to the regional economy using the factors of production as the rationale.

What skill will the student learn?

- How to construct claims in response to compelling and supporting questions based on the content they are learning
- How to accurately use information from sources when making claims
- How to make inferences from information in sources

Geography Standards Task Example:

Students create a timeline to show the movement of a particular group of people (Native American, African American or European settlers) living in North Carolina. Students show why they moved and how it impacted the development of the state.

What skill will the student learn?

- How to communicate ideas by constructing responses to compelling questions with specific claims and information from teacher-provided sources

History Standards Task Example:

Students create episodes for a new series on HistoryFlix to showcase the role North Carolina played in major events throughout America's history. Students can focus on any major event in history like the Revolutionary War, Civil War, World War I, World War II, or the Civil Rights Movement and explain the ways in which revolution, reform and resistance have shaped North Carolina.

What will the student learn?

- How to organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability and context of the sources to guide the selection

Resources

Links and online resources to allow you to support your child's learning.

- [General NC Information – Secretary of State Kids' Page](#)
- [Virtual Field Trip in North Carolina](#)
- [Behavioral Sciences – NC Arts Council](#)
- [Civics & Government – NCpedia](#)
- [Economics – PBS Learningmedia](#)



- [Geography – Kiddle](#)
- [History – Ducksters](#)

At-Home Connections

- Engage in conversations about their learning by asking questions:
 - Tell me what you are learning.
 - Tell me what this reminds you of.
 - Tell me some questions you have about what you are learning.
 - Tell me how I can help you learn more about what you are studying.
- Connect the course content to the real world:
 - Find events that showcase North Carolina traditions and discuss their importance to our state.
 - Watch the local/state news together and talk about the issues in our state.
 - Write letters/emails together to local government officials and state legislators expressing concerns about issues or offering solutions for issues in our state.
 - Head to the polls together and model your right to vote.
 - Plan a budget together and stick to it. Talk about the impact of positive and negative financial decisions and the importance of saving and spending wisely.
 - Find vacation spots of interest in North Carolina that hold historical significance.
 - Go on field trips to local historical places of interest. Discuss why this site is an important place. Talk about the people and events that made this place famous.

Challenges to Anticipate

The 4th Grade Social Studies curriculum can be challenging. It is more than learning a random set of facts about North Carolina. It challenges students to think critically about North Carolina from many different perspectives that may be very different from their own. The primary and secondary sources can be challenging because it may be the student's first time analyzing these types of texts to form their own ideas in a new way. Students may need to read a text with you and talk about it on a deeper level. Students may struggle with thinking and writing critically. That is part of the growth process, so be there to support your student without providing the answer as a rescue. Instead, ask questions like:

- What is this text trying to tell you?
- How do you know this?
- What evidence do you have to support your thinking?
- How can you apply what you have already to this new concept?

Most importantly, enjoy learning with your student! This curriculum is much different from the social studies curriculum you experienced as a student. Teach your student to be a lifelong learner.

Communicating with Your Child's Teacher



Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations

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