

Standard Division Document
School Year 2017-2018 (Last update April 2017)
 Course: 4th **Grade Social Studies**
 (YL) Year-Long Standard or Objective

First Nine Week Standards:	First Nine Week Resources:
<p>4.H.1 Analyze the chronology of key historical events in North Carolina history. (YL)</p> <ul style="list-style-type: none"> • 4.H.1.1 Summarize the change in cultures, everyday life and the status of indigenous American Indian groups in NC before and after European exploration. • 4.H.1.2. Explain how and why NC was established. • 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC. (YL) • 4.H.1.4 Analyze NC’s roles in major conflicts and wars from Pre-colonial period through Reconstruction. 	
<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) • 4.H.2.2 Explain historical significance of NC’s state symbols. (YL) 	<p>State Symbols https://www.secretary.state.nc.us/kidspg/symbols.htm</p>
<p>4.C.1 Understand the impact of various cultural groups on North Carolina.</p> <ul style="list-style-type: none"> • 4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in NC. 	

<ul style="list-style-type: none"> • 4.C.1.2 Explain how the artistic expressions of various groups represents the cultural heritage of NC. 	
<p>4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.G.1.1 Summarize changes that have occurred in NC since statehood. (YL) • 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. (YL) 	

Second Nine Week Standards:	Second Nine Week Resources:
<p>4.H.1 Analyze the chronology of key historical events in North Carolina history. (YL)</p> <ul style="list-style-type: none"> • 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC. (YL) 	
<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) • 4.H.2.2 Explain historical significance of NC’s state symbols. (YL) 	
<p>4.E.1 Understand how a market economy impacts life in North Carolina.</p> <ul style="list-style-type: none"> • 4.E.1.1 Understand the basic concepts of a market economy; prices, supply, demand, scarcity, productivity and entrepreneurship. 	

<ul style="list-style-type: none"> • 4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions. • 4.E.1.3 Analyze the historical and contemporary role that major NC industries have played in the state, nation and world. • 4.E.1.4 Explain the impact of entrepreneurship on the economy of NC. 	
<p>4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.G.1.1 Summarize changes that have occurred in NC since statehood. (YL) • 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. (YL) 	

Year-Long Standards:
<p>(Objectives that may take the full year to teach)</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC.</p> <p>4.H.2.2 Explain historical signifcan of NC’s state symbols.</p> <p>4.G.1.1 Summarize changes that have occurred in NC since statehood.</p> <p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>

Third Nine Week Standards:	Third Nine Week Resources:
<p>4.H.1 Analyze the chronology of key historical events in North Carolina history. (YL)</p> <ul style="list-style-type: none"> • 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC. (YL) 	

<ul style="list-style-type: none"> • 4.H.1.4 Analyze NC’s roles in major conflicts and wars from Pre-colonial period through Reconstruction. 	
<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) • 4.H.2.2 Explain historical significance of NC’s state symbols. (YL) 	
<p>4.E.1 Understand how a market economy impacts life in North Carolina.</p> <ul style="list-style-type: none"> • 4.E.1.1 Understand the basic concepts of a market economy; prices, supply, demand, scarcity, productivity and entrepreneurship. • 4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions. • 4.E.1.3 Analyze the historical and contemporary role that major NC industries have played in the state, nation and world. • 4.E.1.4 Explain the impact of entrepreneurship on the economy of NC. 	
<p>4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.G.1.1 Summarize changes that have occurred in NC since statehood. (YL) • 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. (YL) 	

Fourth Nine Week Standards:	Fourth Nine Week Resources:
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<p>4.H.1 Analyze the chronology of key historical events in North Carolina history (YL)</p> <ul style="list-style-type: none"> • 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC. (YL) 	
<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) • 4.H.2.2 Explain historical significance of NC’s state symbols. (YL) 	
<p>4.E.2 Understand the economic factors when making personal choices.</p> <ul style="list-style-type: none"> • 4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and negatively affect everyday life. • 4.E.2.2 Explain how scarcity of personal and financial resources affect the choices people make based on their wants and needs. 	
<p>4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. (YL)</p> <ul style="list-style-type: none"> • 4.G.1.1 Summarize changes that have occurred in NC since statehood. (YL) • 4.G.1.2 Explain the impact that human activity has had on the availability of natural resources in NC. • 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. (YL) 	

- **4.G.1.4** Explain the impact of technology on NC’s citizens, past and present.

Year-Long Standards:

(Objectives that may take the full year to teach)

- 4.H.1.3** Explain how people, events and developments brought about changes to communities in various regions of NC.
- 4.H.2.2** Explain historical significant of NC’s state symbols.
- 4.G.1.1** Summarize changes that have occurred in NC since statehood.
- 4.G.1.3** Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.

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- R.1.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.1.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- R.1.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.
- R.1.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- R.1.4.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9** Draw evidence from literacy or informational texts to support analysis, reflection, and research.