

Dear 4th Grade Social Studies Teacher:

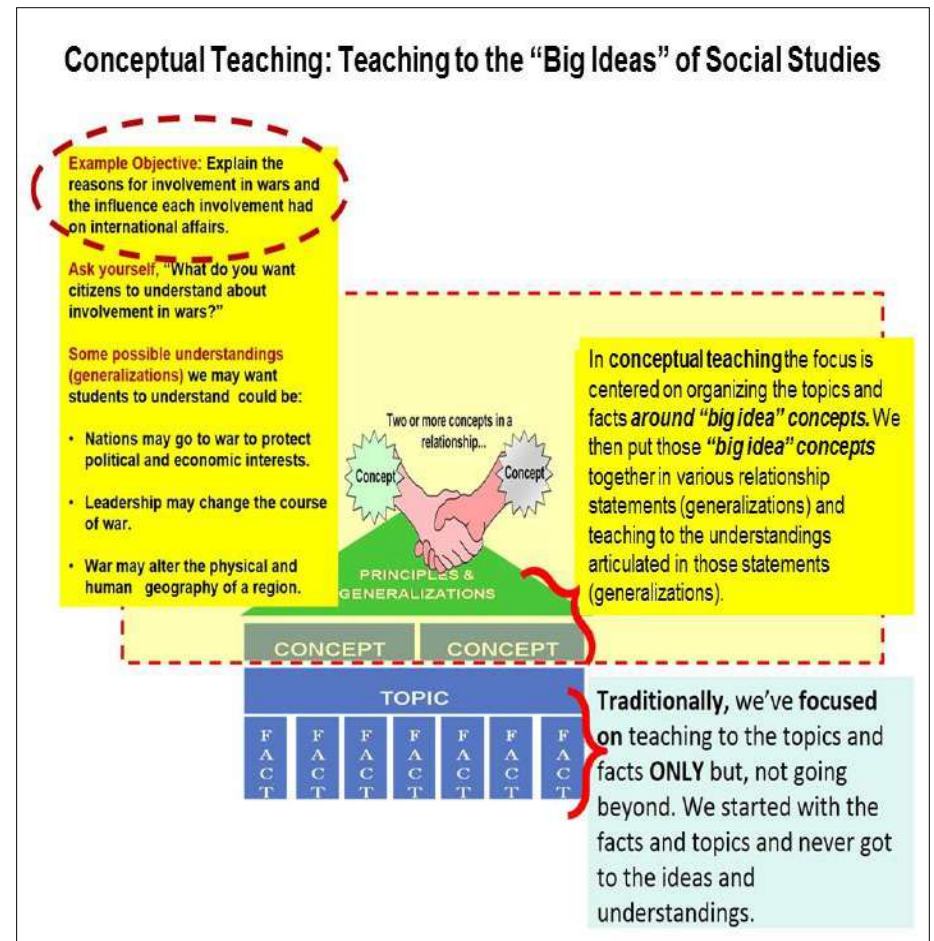
Generally, students tend to think Social Studies is a waste of their time and has nothing to do with their current reality nor future needs. *However*, the primary purpose of NC's social studies curriculum is to help all students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The NC Social Studies Essential Standards are *conceptually* written (big ideas verses topics & facts). The goal of **conceptually written standards** is to help students recognize patterns and make connections in their learning that *transfer beyond* a single discipline, topic, grade, or isolated fact. Therefore, it is important to *understand how* conceptual knowledge is structured.

Need to Know:

- Social Studies is taught daily (30 to 45 minutes).
- Lessons should be developed *beyond* definitions, topic and facts.
- 2-week units or lessons should engage students' intellect and interest in conceptual understandings: 1. *about real people's lives and their relationship to each other and to nature*; 2. *various roles students will assume in making society more equal and more just*; 3. *and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally*.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Your mission is to ensure that Halifax County Schools' students graduate high school with the knowledge, skills, understanding and dispositions gained from the social sciences that results in college and career ready students who are globally informed and active citizens.
- Research says that you (the teacher) have the greatest *impact* on student achievement. Best regards for a successful school year!

Figure 1: Example of Conceptual Teaching



Charting a New Course!

Halifax County Schools

2018-2019 Curriculum & Instruction Support Team

Halifax County Schools: Social Studies Essential Standards Pacing Guide

Revised: June 30, 2018

4th Grade At-a-Glance

History (H)					Culture (C)				
4.H.1 Analyze the chronology of key historical events in North Carolina history.	Quarters				4.C.1 Understand the impact of various cultural groups on North Carolina.	Quarters			
	1	2	3	4		1	2	3	4
4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration.	1	X	X	X	4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).	1	X	X	X
4.H.1.2 Explain how and why North Carolina was established.	X	2	X	X	4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.	1	X	X	X
4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.	X	X	3	X	Geography and Environmental Literacy (G)				
4.H.2 Understand how notable structures, symbols, and place names are significant to North Carolina.	Quarters				4.G.1 Understand how human, environmental, and technological factors affect the growth and development of North Carolina.	Quarters			
	1	2	3	4		1	2	3	4
4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.	X	X	3	X	4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).	X	2	X	X
4.H.2.2 Explain the historical significance of North Carolina's state symbols.	X	2	X	X	4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina	X	2	X	X
					4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.	X	2	X	X
					4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present.	X	2	X	X
(continue)									

Economics and Financial Literacy (E)					Civics and Governance (C&G)				
4.E.1 Understand how a market economy impacts life in North Carolina.	Quarters				4.C&G.1 Understand the development, structure and function of North Carolina's government	Quarters			
	1	2	3	4		1	2	3	4
4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship	X	X	X	4	4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution	X	X	3	X
4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.	X	X	X	4	4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.	X	X	3	X
4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.	X	X	X	4	4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.	X	X	3	X
4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.	X	X	X	4	4.C&G.1.4 Compare North Carolina's government with local governments.	X	X	3	X
4.E.2 Understand the economic factors when making personal choices.	Quarters				4.C&G.2 Analyze the North Carolina Constitution.	Quarters			
	1	2	3	4		1	2	3	4
4.E.2.1 Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life	X	X	X	4	4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.	1	X	X	X
4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.	X	X	X	4	4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.	1	X	X	X
					4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution	1	X	X	X