

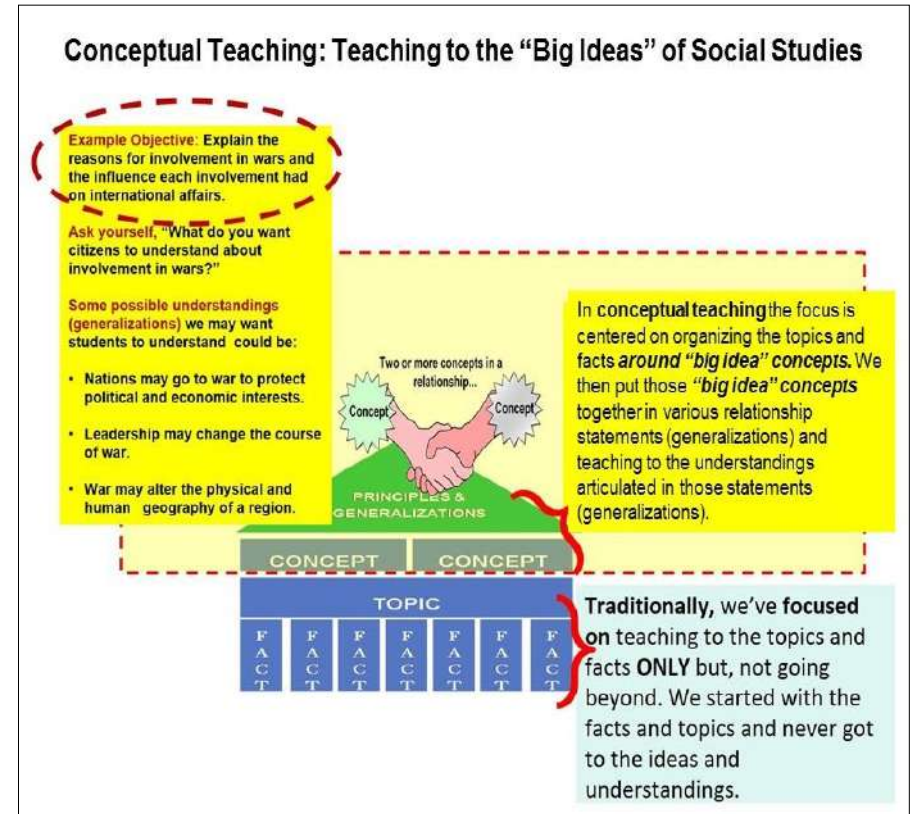
Dear 4th Grade Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching and learning approach.
- The standards and objectives in the fourth grade SCOS, 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.
- 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.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach*.
- 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.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



Halifax County Schools: 4th Grade Social Studies Pacing Guide

Revised August 19, 2021

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. 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. **The Inquiry Indicators** are meant to be used in concert with the content standards. The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking.

[Link: What is inquiry-based learning? \(video\).](#)

Inquiry (Grades 3-5)		Quarters Taught			
Categories	Indicators	1 st	2 nd	3 rd	4 th
Compelling Questions Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry	I.1.1 Identify content required to provide an answer to compelling questions.	1st	X	X	X
	I.1.2 Construct compelling questions that promote inquiry with peers.	1st	X	X	X
Supporting Questions Article Link: How to Help Students Craft Questions that Compel & Support	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.	X	2 nd	X	X
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.	1st	2 nd	3 rd	X
Gathering and Evaluating Sources Article Link: The Ultimate Guide to Teaching Source Credibility Video Link: Evaluating Sources and Using Evidence	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.	1st	2 nd	3 rd	X
	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.	X	X	3 rd	4 th
Developing Claims and Using Evidence Article & Video Link An Introduction to Claim-Evidence-Reasoning	I.1.7 Construct claims in response to compelling and supporting questions.	X	X	3 rd	4 th
	I.1.8 Accurately use information from sources when making claims.	X	X	3 rd	4 th
	I.1.9 Make inferences from information in sources.	1 st	2 nd	3 rd	4 th
Communicating Ideas Article Link: Obtaining, Evaluating, and Communicating Information	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.	1 st	2 nd	3 rd	4 th
Taking Informed Action Article Link: What is Informed Action? Video Link: Inspiring Examples of Informed Action	I.1.11 Identify ways to address problems related to the compelling question.	1 st	X	X	X



Halifax County Schools: 4th Grade Social Studies Pacing Guide Revised August 19, 2021

The standards and objectives in the fourth grade course, North Carolina History support the building of the foundation of social studies skills, concepts, & processes that progress vertically K-12 and prepare students to be college, career, and civic ready. 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 & disciplinary thinking skills. This SCOS is designed to be taught through integrating the objectives across strands in order to give students a foundational knowledge of NC's behavioral science, civics & government, economics, geography, and history. These standards are designed to be taught throughout the timeline of NC's history from the pre-colonial period to the present day.

B-Behavioral Sciences

In the behavioral science strand, students will look at how various groups have contributed to the diversity of North Carolina throughout its history.

C&G-Civics and Government

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.

Objectives

Quarters Taught

Objectives

Quarters Taught

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

1st 2nd 3rd 4th

4.C&G.1 Understand the role of citizens in local and state government.

1st 2nd 3rd 4th

4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.

1st X X X

4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.

X 2nd X X

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

X 2nd X X

4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.

X X 3rd X

4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

1st 2nd X X

E-Economics

Students will 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.

G-Geography

In the geography strand, students will address the concept of movement and its impact on people, goods, and ideas in North Carolina.

Objectives

Quarters Taught

Objectives

Quarters Taught

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

1st 2nd 3rd 4th

4.G.1 Understand the role geography has played in the development of North Carolina.

1st 2nd 3rd 4th

4.E.2 Understand the impact of personal financial decisions.

4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.

X X 3rd X

4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.

X 2nd X 4th

4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.

X X 3rd X

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

1st X X 4th

4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life.

X X 3rd X

4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina

X 3rd 4th

4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

X X X 4th

4.E.2.2 Exemplify outcomes of positive and negative financial decisions.

X X 3rd X

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Revised August 19, 2021

H-History

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.

Objectives	Quarters Taught			
	1st	2nd	3rd	4th
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.	1 st	X	X	X
4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.	1 st	2 nd	X	X
4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.	X	2 nd	X	X
4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.	X	X	3 rd	X
4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.	X	X	4 th	X
4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.	1 st	X	X	X



