



Diocese of Raleigh

Social Studies Curriculum

Grade 4

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 4 SOCIAL STUDIES

Focus: North Carolina

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History (North Carolina)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Analyze the chronology of key historical events in North Carolina history through Reconstruction. (4.H.1)</p>	<p>1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration. (4.H.1.1)</p>	<p>Identify, locate, and describe ways of life for the major native-American groups in North Carolina, past and present.</p> <p>Describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs.</p>
	<p>1.2 Explain how and why North Carolina was colonized. (4.H.1.2)</p>	<p>Examine the Lost Colony and explain its importance in the settlement of North Carolina.</p>
	<p>1.3 Explain how people from different ethnic groups, events and developments brought about changes to communities, cultures, and customs in various regions of North Carolina. (4.H.1.3)</p>	<p>Assess changes in ways of living over time and determine whether the changes are political, economic, or social.</p> <p>Describe traditional art forms, e.g., art, music and crafts, in North Carolina.</p>
	<p>1.4 Analyze North Carolina’s role in major conflicts and wars from the Pre-Colonial period through Reconstruction. (4.H.1.4)</p>	
<p>2. Understand how notable structures, symbols and place names are significant to North Carolina. (4.H.2)</p>	<p>2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (4.H.2.1)</p>	
	<p>2.2 Explain the historical significance of North Carolina’s state symbols, events and documents. (4.H.2.2)</p>	
<p>3. Assess influence of major religions, ethical beliefs and aesthetic values on life in North Carolina.</p>	<p>3.1 Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance on North Carolina society.</p>	<p>Understand economic, social and political situations which involve ethical and moral dilemmas.</p> <p>Discuss the role of family and Church in North Carolina life.</p>
	<p>3.2 Identify the development and contributions of the Catholic Church in North Carolina.</p>	<p>Locate the first Catholic communities in North Carolina.</p>

STRAND C Geography and Environmental Literacy (North Carolina)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how human, environmental and technological factors affect the growth and development of North Carolina. (4.G.1)</p>	<p>1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, industry and land use). (4.G.1.1)</p>	
	<p>1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina. (4.G.1.2)</p>	
	<p>1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. (4.G.1.3)</p>	
	<p>1.4 Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present. (4.G.1.4)</p>	
<p>2. Apply the five themes of geography to North Carolina and its people.</p>	<p>2.1 Create maps of North Carolina using symbols, labels and legends.</p>	<p>Identify the state capital.</p>
	<p>2.2 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.</p>	
	<p>2.3 Use and explain the coordinate grid system of latitude and longitude to determine the absolute (exact) and relative (location in relation to other places) locations of places in North Carolina.</p>	
<p>3. Analyze the significance of physical and cultural characteristics of regions of North Carolina.</p>	<p>3.1 Identify and describe regions within North Carolina and regions of which North Carolina is a part.</p>	<p>Describe how the characteristics of a region affect human activity, e.g., water, landforms, vegetation and climate.</p>
	<p>3.2 Use maps, charts, and pictures to describe the environmental impact on communities in North Carolina for land use, vegetation, wildlife, climate, population density and transportation.</p>	<p>Evaluate changes caused by people on physical features.</p>

4. Evaluate the movement of people, goods, and ideas from place to place.	4.1 Compare the ways in which people, goods, and ideas moved in the past in North Carolina with their movement today.	Trace the movement of people, goods, and ideas from one part of the state to another and between North Carolina and other places.
		Evaluate the importance of the movement of people, goods, and ideas for North Carolina.
	4.2 Analyze the impact of geography on United States settlements and their development.	Trace the pattern of settlement of North Carolina along geographical patterns.
	4.3 Compare the commerce of the southeastern United States to another region of the country.	
	4.4 Discuss the development of the Catholic Church in North Carolina.	

STRAND D Economics and Financial Literacy (North Carolina)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Analyze how a market economy impacts life in North Carolina. (4.E.1)	1.1 Understand the basic concepts of market economy: price, supply, demand, scarcity, productivity and entrepreneurship. (4.E.1.1)	Analyze the choices and costs involved in economic decisions.
	1.2 Understand how scarcity and choice in a market economy impacts business decisions. (4.E.1.2)	
	1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world. (4.E.1.3)	
	1.4 Explain the impact of entrepreneurship on the economy of North Carolina. (4.E.1.4)	Identify and research career opportunities in North Carolina of interest to the student. List qualifications, responsibilities and skills needed.
2. Understand the economic factors when making personal choices. (4.E.2)	2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life. (4.E.2.1)	Recognize the relationship between government services and taxes.
	2.1 Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs. (4.E.2.2)	Discuss the impact of Catholic Social Teaching on economic issues and decisions.
3. Assess how North Carolinians apply basic economic principles within the community.	3.1 Assess how the state's natural resources are used.	Categorize the state's resources as natural, human, or capital.
	3.2 Identify major industry; specifically in the region your school is located.	Research environmental, economic and population issues in the state.
	3.3 Compare and contrast the current economic system in North Carolina with the past.	Predict changes in the economic system.
	3.4 Evaluate the significance of economic relationships with other states and countries.	Cite examples of interdependence in North Carolina's economy.
4. Recognize the role of a variety of careers.	4.1 Identify natural resources and related occupations found in regions of the United States and speculate why certain careers are more common in particular regions.	Discuss the impact of Catholic social teachings on economic issues and begin to understand the rights of workers.

STRAND E Civics and Governance (North Carolina)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand the development, structure and function of North Carolina's government. (4.C/G.1)	1.1 Summarize the key principles and revisions of the North Carolina Constitution. (4.C/G.1.1)	
	1.2 Compare the roles and responsibilities of state elected leaders. (4.C/G.1.2)	Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
		Identify and assess the role of prominent persons in North Carolina through Reconstruction.
		Identify local political authorities and governmental agencies and describe their roles/responsibilities in community development.
	1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state. (4.C/G.1.3)	
	1.4 Compare North Carolina's government with local governments to understand governmental structure and processes. (4.C/G.1.4)	Explain how state government services are financed.
	1.5 Explain the major purposes and functions of North Carolina state government and identify the branches.	
2. Analyze the North Carolina Constitution. (4.C/G.2)	2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities. (4.C/G.2.1)	
	2.2 Give examples of the rights and responsibilities of citizens according to the North Carolina Constitution. (4.C/G.2)	Investigate current environmental issues in the community, region and state.
	2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution. (4.C/G.3)	
3. Apply understanding of authority, responsibility, and justice in a democratic society.	3.1 Explain how the Governor and legislators are elected and describe the characteristics one should look for in persons running for the office.	Evaluate personal characteristics and skills necessary for effective leadership by state officials and political leaders.
	3.2 Relate connections between the need for peace and the roles and responsibilities of others.	Explain the rights and responsibilities for voting.

STRAND F Culture (North Carolina)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the impact of various religious and cultural groups on North Carolina. (4.C.1)</p>	<p>1.1 Explain how the religious and cultural beliefs affected the settlement and development of regions in North Carolina (languages, foods and traditions). (4.C.1.1)</p>	<p>Trace the growth and development of immigration to North Carolina over time from Europe, Asia, and Latin America.</p>
	<p>1.2 Identify key Catholics and their contributions to the development of North Carolina.</p>	<p>Analyze the diverse cultural and religious contributions to North Carolina.</p>
	<p>1.3 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. (4.C.1.2)</p>	
	<p>1.4 Explain the significance of cultural characteristics of regions within North Carolina.</p>	
<p>2. Understand the importance of family life: cultural, social, and spiritual.</p>	<p>2.1 Recognize that we all belong to the family of God.</p>	
	<p>2.2 Explain how each person is unique and a gift from God.</p>	
	<p>2.3 Explain how each person is part of a basic unit: family, school, parish and community.</p>	<p>Participate in parish community life and service.</p> <p>Demonstrate respect for all students.</p> <p>Begin to identify world problems such as hunger, poverty and disease.</p>

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
Make connections between Social Studies and Catholic Social Teachings.	Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation
Develop strategies for reading social studies materials and for increasing social studies vocabulary.	Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation
Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.	Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places
Develop and apply strategies needed for effective incorporation of technology in the learning process.	Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied