

**RIDGECROFT SCHOOL
GRADE 4 SOCIAL STUDIES**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE: Social Studies (Harcourt) ADDITIONAL RESOURCE: Financial Literacy (DPI)
FIRST GRADING PERIOD	30 Days		
NORTH CAROLINA'S GEOGRAPHY		1.01-1.05	TEXTBOOK Unit 1
SECOND GRADING PERIOD	30 Days		
SETTLEMENT AND COLONIES		2.01.3.01-3.03,3.05	TEXTBOOK Unit 2
THIRD GRADING PERIOD	30 Days		
NC STATEHOOD		3.02, 3.04	TEXTBOOK Unit 3
FOURTH GRADING PERIOD	30 Days		
NC'S PEOPLE GOVERNMENT AND CITIZENSHIP		2.01-2.04 4.01-4.05	TEXTBOOK Unit 4 Unit 5
FIFTH GRADING PERIOD	30 Days		
CULTURE IN NC NC'S ECONOMY		5.01-5.03 6.01-6.08	TEXTBOOK Unit 5 Unit 6
SIXTH GRADING PERIOD	30 Days		
TECHNOLOGY IN NC		7.01-7.05	TEXTBOOK Unit 7 Unit 8

8-5-08

NC STANDARD COURSE OF STUDY Effective 2008-2009

NORTH CAROLINA: GEOGRAPHY AND HISTORY

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: THE LEARNER WILL APPLY THE FIVE THEMES OF GEOGRAPHY TO NORTH CAROLINA AND ITS PEOPLE.

1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and arms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

1.05 Assess human movement as it relates to the physical environment.

COMPETENCY GOAL 2: THE LEARNER WILL EXAMINE THE IMPORTANCE OF THE ROLE OF ETHNIC GROUPS AND EXAMINE THE MULTIPLE ROLES THEY HAVE PLAYED IN THE DEVELOPMENT OF NORTH CAROLINA.

- 2.01 Locate and describe American Indians in North Carolina, past and present.
- 2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America..
- 2.03 Describe the similarities and differences among people of North Carolina, past and present.
- 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

COMPETENCY GOAL 3: THE LEARNER WILL TRACE THE HISTORY OF COLONIZATION IN NORTH CAROLINA AND EVALUATE ITS SIGNIFICANCE FOR DIVERSE PEOPLE'S IDEAS.

- 3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.
- 3.02 Identify people, symbols, events, and documents associated with North Carolina's history.
- 3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- 3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
- 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

COMPETENCY GOAL 4: THE LEARNER WILL ANALYZE SOCIAL AND POLITICAL INSTITUTIONS IN NORTH CAROLINA SUCH AS GOVERNMENT, EDUCATION, RELIGION, AND FAMILY AND HOW THEY STRUCTURE SOCIETY, INFLUENCE BEHAVIOR, AND RESPONSE TO HUMAN NEEDS.

- 4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.
- 4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
- 4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.
- 4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
- 4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

COMPETENCY GOAL 5: THE LEARNER WILL EXAMINE THE IMPACT OF VARIOUS CULTURAL GROUPS ON NORTH CAROLINA.

- 5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.
- 5.02 Describe traditional art music and craft forms in North Carolina.
- 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

COMPETENCY GOAL 6: THE LEARNER WILL EVALUATE HOW NORTH CAROLINIANS APPLY BASIC ECONOMIC PRINCIPLES WITHIN THE COMMUNITY, STATE, AND NATION.

- 6.01 Explain the relationship between unlimited wants and limited resources.
- 6.02 Analyze the choices and opportunity cost involved in economic decisions.
- 6.03 Categorize the state's resources as natural, human, or capital.
- 6.04 Assess how the state's natural resources are being used.
- 6.05 Recognize that money can be used for spending, saving, and paying taxes.
- 6.06 Analyze the relationship between government services and taxes.
- 6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.
- 6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

COMPETENCY GOAL 7: THE LEARNER WILL RECOGNIZE HOW TECHNOLOGY INFLUENCES CHANGE WITHIN NORTH CAROLINA.

- 7.01 Cite examples from North Carolina's history of the impact of technology.
- 7.02 Analyze the effect of technology on North Carolina's citizens, past and present.
- 7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.
- 7.04 Analyze the effect of technology on North Carolina citizens today.
- 7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.