**Social Studies RCD Pacing for 4th Grade**

2014-2015

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| 1st 9 Weeks | **History**  4.H.1 Analyze the chronology of key historical events in North Carolina history.  4.H.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.1.2 Explain how and why North Carolina was established.  4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.  4.H.1.4 Analyze North Carolina’s role in major conflicts and wars from the Pre-Colonial period through Reconstruction.  4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina.  4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.  4.H.2.2 Explain the historical significance of North Carolina’s state symbols |
| 2nd 9 Weeks | **Civics and Governance**  4.C&G.1 Understand the development,  structure and function of North Carolina's government.  4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.  4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.  4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.  4.C&G.1.4 Compare North Carolina’s government with local governments.  4.C&G.2 Analyze the North Carolina.  Constitution.  4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.  4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.  4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution. |
| 3rd 9 Weeks | **Geography and Environmental Literacy**  4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. human-environment interaction, movement and regions).  4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).  4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.  4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.  4.G.1.4 Explain the impact of technology (communication, transportation and inventions) on North Carolina’s citizens, past and present.  **Culture**  4.C.1 Understand the impact of various cultural groups on North Carolina.  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)  4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. |
| 4th 9 Weeks | **Economics and Financial Literacy**  4.E.1 Understand how a market economy impacts life in North Carolina.  4.E.1.1 Understand the basic concepts of a market economy: price, 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 North Carolina industries have played in the state, nation and world.  4.E.1.4 Explain the impact entrepreneurship on the economy of North Carolina.  4.E.2 Understand the economic factors when making personal choices.  4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.  4.E.2.2 Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs. |

With informational text being 50% of our balanced literacy, Social Studies will be integrated with ELA through a Rigorous Curriculum Design Unit each 9 weeks. These units were created by teachers this summer. This is the outline for the entire year so field trips and other school-based programs can be aligned as needed.