



BRUNSWICK COUNTY SCHOOLS

SOCIAL STUDIES CURRICULUM GUIDE

FOURTH GRADE

2023-2024

4th Grade - North Carolina History and Geography

This pacing guide follows the scope and sequence of Social Studies Weekly, the resource provided by Brunswick County Schools to teach 4th and 5th grade social studies.

[Click Here for Social Studies Weekly Pacing](#)

***Note: Social Studies Weekly has not updated resources to reflect the Behavioral Science Strand of the 2021 North Carolina social studies standards.**

NCDPI Social Studies Standards for 4th Grade:

 [Grade 4 Standards 2021 .pdf](#)

Access NCES Unpacking: [Social Studies 4th Grade Unpacking Document, Fall 2021 Implementation | NC DPI](#)

Access Crosswalk document: <https://www.dpi.nc.gov/media/11796/open>

*** **Yellow** -1st Quarter **Orange**- 2nd Quarter **Blue**- 3rd Quarter **Green**- 4th Quarter

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Standards Correlation	4.G.1 4.G.1.1 4.G.1.2 4.G.1.3	4.H.1 4.H.1.1 4.H.1.2 4.H.1.3 4.H.1.4	4.H.1 4.H.1.1 4.H.1.2 4.H.1.3 4.H.1.4	4.E.1 4.E.1.1 4.E.1.2 4.E.1.3

	4.H.1 4.H.1.1 4.H.1.2 4.H.1.3 4.H.1.4 4.E.1 4.E.1.3	4.B.1 4.B.1.1 4.B.1.2 4.C&G.1 4.C&G.1.1 4.C&G.1.2 4.C&G.1.3 4.C&G.1.4 4.C&G.2 4.C&G.2.1 4.C&G.2.2 4.C&G.2.3 4.G.1 4.G.1.3 4.G.1.4 4.E.1 4.E.3	4.G.1.1 4.G.1.3 4.E.1.1 4.E.1.2 4.E.1.3	4.E.2 4.E.2.1 4.E.2.2 4.G.1 4.G.1.1 4.H.1 4.H.1.1 4.H.1.3
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Behavioral Science Strand Learning Targets	<p>4.B.1.1</p> <ul style="list-style-type: none"> -Give examples of artistic expression and traditions from various groups in North Carolina. -Give examples of ways social structures have influenced the identity of North Carolina -Give examples of artistic expression and traditions from various groups in North Carolina. -Explain how the development of regions in North Carolina was shaped by the culture of various diverse groups. <p>4.B.1.2</p> <ul style="list-style-type: none"> -Give examples of the values and belief systems that indigenous, religious, and racial groups contributed to the development of North Carolina. -Identify the various cultural practices, values, and belief systems of the indigenous populations before contact with other cultural groups. -Explain how the cultural practices, values, and belief systems of indigenous populations influenced the way of life of Africans and Europeans. -Explain how the cultural practices, values, and belief systems of African people contributed to the development of North Carolina.
Geography Strand Learning Targets	<p>4.G.1.1</p> <ul style="list-style-type: none"> -Identify similarities in the development of the geographic regions of North Carolina. -Identify differences in the development of the geographic regions of North Carolina. <p>4.G.1.2</p> <ul style="list-style-type: none"> -Give examples of geographic tools -Describe how to use maps, globes, and other geographic tools. -Give examples of geographic movement of people -Give examples of how goods move geographically. -Give examples of how ideas move geographically. -Give examples of how the movement of people, goods, and ideas have helped North Carolina develop. <p>4.G.1.3</p> <ul style="list-style-type: none"> -Summarize reasons why people migrate (both forced and voluntary) to North Carolina. -Summarize reasons why people migrate (both forced and voluntary) from North Carolina. -Summarize reasons why people migrate (both forced and voluntary) within North Carolina.
Economics Strand Learning Targets	<p>4.E.1.1</p> <ul style="list-style-type: none"> -Give examples of scarcity's impacts on economic decisions. -Explain how businesses make decisions based on scarcity and choice in North Carolina. <p>4.E.1.2</p>

	<p>Give examples of factors that impact economic growth in North Carolina.</p> <p>-Give examples of factors that impact economic decline in North Carolina.</p> <p>-Explain the ways in which factors influence economic growth or decline in North Carolina.</p> <p>4.E.1.3</p> <p>-Give examples of how the availability of resources impacts factors of production.</p> <p>-Give examples of the resources needed to produce various goods and services.</p> <p>4.E.2.1</p> <p>-Give examples of how people spend and save money.</p> <p>-Explain how personal spending and saving decisions impact an individual's life.</p> <p>-Explain how to create a budget that reflects the interaction of financial resources and personal economic choices.</p> <p>4.E.2.2</p> <p>-Give examples of outcomes of positive financial decisions.</p> <p>-Give examples of outcomes of negative financial decisions.</p> <p>-Give examples of how people spend their income and consequences of those spending choices.</p>
History Strand Learning Targets	<p>4.H.1.1</p> <p>-Give examples of how minorities, indigenous groups, and marginalized people contributed to the development of North Carolina communities.</p> <p>-Explain how the different ethnic and religious groups impact the economic, political, and cultural development of North Carolina communities.</p> <p>4.H.1.2</p> <p>-Give examples of how the role and status of women have changed in North Carolina over time.</p> <p>-Give examples of how the role and status of indigenous populations have changed in North Carolina over time.</p> <p>-Give examples of how the role and status of racial groups have changed in North Carolina over time.</p> <p>4.H.1.3</p> <p>-Give examples of historical and contemporary revolutions that have shaped North Carolina.</p> <p>-Give examples of historical and contemporary reforms that have shaped North Carolina.</p> <p>-Give examples of historical and contemporary resistance that has shaped North Carolina.</p> <p>4.H.1.4</p> <p>-Explain the role that various groups and individuals played in major conflicts and wars.</p> <p>-Explain the position North Carolina took in major political conflicts.</p> <p>-Summarize North Carolina's role in major conflicts and wars.</p>

	<p>4.H.1.5 -Give examples of significant historical events in North Carolina. -Explain how perspective can affect the way a historical event is interpreted.</p> <p>4.H.1.6 -Explain the various symbols that were chosen to represent the culture and history of North Carolina. -Explain different perspectives of the historical significance of various symbols in North Carolina.</p>
<p>Civics and Government Strand Learning Targets</p>	<p>4.C&G.1.1 -Compare the various roles of elected leaders in North Carolina. -Compare the various responsibilities of elected leaders in North Carolina Examples of elected leaders in each of the three branches of state government.</p> <p>4.C&G.1.2. -Summarize various ways that women, indigenous, religious, and racial groups influence local government. -Summarize various ways that women, indigenous, religious, and racial groups influence state government.</p> <p>4.C&G.1.3 -Give examples of rights that citizens have in North Carolina. -Give examples of responsibilities that citizens have in North Carolina.</p>

Learning Targets are a work in progress. Please complete [this form](#) to provide feedback, concerns, and/or resources regarding changes or additions.