

# NC Essential Standards 4<sup>th</sup> Grade

## For Teachers

North Carolina Essential Standards Fourth Grade Social Studies 4th Grade is the first formal introduction to North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographic regions. Fourth Grade students explore the social disciplines of history, geography, civics and government, culture and economics through the context of North Carolina. Building on early social studies knowledge, students will apply new concepts to the increasingly complex social environment of our state. During 4th grade, students will study North Carolina, American Indian groups indigenous to the area before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction.

Although the time period of focus is Pre-Colonial through Reconstruction, teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins. Students will prepare for their role as responsible and informed citizens of North Carolina as they examine the North Carolina Constitution and the concept of separation of powers in each branch of state government. The expectations of the standards address the geographic concept of movement and its impact on people, goods and ideas in North Carolina.

Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs when making financial decisions. Students explore North Carolina's economy by examining how natural resources have influenced economic development in our state. Fourth grade expectations help prepare students for more sophisticated studies of our state, nation, and world in later grades.

The following is a list of standards to be addressed either at Hart Square or discussed upon return to school:

### **Social Studies:**

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.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).

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.

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.

## **Math:**

NC.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).

C.4.MD.4 Interpret data from a picture or bar graph. Picture graphs or bar graphs could easily be created to be used either before the visit.

NC.4.G.1 Recognize parallel lines and intersecting lines.

NC.4.MD.6 Identify angles in geometric shapes.

NC.4.G.3 Use lines of symmetry to partition shapes into equal areas.

## **Science:**

EX.4.P.1 Understand how force affects the motion of an object.

Clarifying Objectives EX.4.P.1.1 Describe the motion of a moving object (away from or closer).

EX.4.P.1.2 Define force as a push or a pull. EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.

4.P.2 Understand the composition and properties of matter before and after they undergo a change or interaction. Understand the physical properties of solid materials EX.4.P.2 Compare solid materials by their physical properties. Clarifying Objectives 4.P.2.1 Compare the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).

4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion ).

EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.

## **Language Arts:**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## **Writing:**

My view for written standards would be that students would write about their visit.

W.4.2 Create readable documents through legible handwriting.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 With guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. **(To be continued at school)**

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

## **Arts:**

4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.

4.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.

4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.

4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.

4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.

4CX.1.2 Recognize key contributions of North Carolina artists in art history.

4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements.

4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.

4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.

## For Presenters

North Carolina Essential Standards Fourth Grade Social Studies 4th Grade is the first formal introduction to North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographic regions. Fourth Grade students explore the social disciplines of history, geography, civics and government, culture and economics through the context of North Carolina. Building on early social studies knowledge, students will apply new concepts to the increasingly complex social environment of our state. During 4th grade, students will study North Carolina, American Indian groups indigenous to the area before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction.

Although the time period of focus is Pre-Colonial through Reconstruction, teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins. Students will prepare for their role as responsible and informed citizens of North Carolina as they examine the North Carolina Constitution and the concept of separation of powers in each branch of state government. The expectations of the standards address the geographic concept of movement and its impact on people, goods and ideas in North Carolina.

Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs when making financial decisions. Students explore North Carolina's economy by examining how natural resources have influenced economic development in our state. Fourth grade expectations help prepare students for more sophisticated studies of our state, nation, and world in later grades.

The following is a list of standards to be addressed either at Hart Square or discussed upon return to school:

(Bold face type is for presenter/your information)

### **Social Studies:**

4.H.1 Analyze the chronology of key historical events in North Carolina history. **(This will require some pre-teaching but students will see how people in the 1800's lived without electricity, running water, cars etc.)**

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. **(Our American Indian Storyteller is amazing!)**

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina. **Students will view and learn about the cotton gin and the effect it had on industrialism in North Carolina.**

4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina. **(Be prepared to have students compare/contrast the cotton gin they will see at Hart Square to the more modern way that cotton is processed.**

4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).

4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment. **(Our Indian story teller will touch on much of this information. Farming, sharecropping adjusted landscapes)**

4.G.1.4 Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.

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. **(Artisans, musicians, storytellers, FOLK ART)**

## **Math:**

NC.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares). **(This could be a problem given regarding the size of a 1800's cabin compared to a modern day house; Also take into account how many people lived in the cabin versus the houses of today. Could do with farm/garden plots. I would use the outbuildings(woodpile buildings etc.) for this, not houses)**

C.4.MD.4 Interpret data from a picture or bar graph. Picture graphs or bar graphs could easily be created to be used either before the visit. **(graphs with different types of common household items and their uses; weather graphs from that time period; Just giving the students a map of Hart Square covers this goal.)**

NC.4.G.1 Recognize parallel lines and intersecting lines. **(Have group leaders lead students in identifying these within the cabins or just along the tour.) IF the Kelly's do their thing, they could cover this goal as well as the next one.**

NC.4.MD.6 Identify angles in geometric shapes.

NC.4.G.3 Use lines of symmetry to partition shapes into equal areas.

## **Science:**

**(blacksmith does these)**

EX.4.P.1 Understand how force affects the motion of an object.

Clarifying Objectives EX.4.P.1.1 Describe the motion of a moving object (away from or closer). EX.4.P.1.2 Define force as a push or a pull. EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.

4.P.2 Understand the composition and properties of matter before and after they undergo a change or interaction. Understand the physical properties of solid materials EX.4.P.2 Compare solid materials by their physical properties. Clarifying Objectives 4.P.2.1 Compare the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).

**The next two can easily be covered by Dr. Hart during his tours. He does this when he talks about the summer kitchen, the well house and the trappers cabin.**

4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., **recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion**).

EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.

## **Language Arts:**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## **Writing:**

My view for written standards would be that students would write about their visit.

W.4.2 Create readable documents through legible handwriting (**some schools no longer teach cursive**).

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 With guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. (**either bring iPads or do it back at school**)

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **Research could be done before the visit: Possible topics: education in the 1800's, medical care, anything from the arts, the impact of the cotton gin.**

## **Arts:**

4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina. (**This one may not apply if you do not do the music rotation**)

4.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina. (**Could be added into the music rotation easily**)

4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art. (**The Kelly's will cover this one and the next two; Or Pottery could be put on display during lunch with descriptions.**)

4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.

4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.

**I feel like the potters would be able to cover these if they can come.**

4CX.1.2 Recognize key contributions of North Carolina artists in art history. (**If you get a potter to come**)

4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements.

4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.

4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.

