



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: Fourth Grade Social Studies • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and we will use your input to refine our instructional tool. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

# History

## Essential Standard:

4.H.1 Analyze the chronology of key historical events in North Carolina history.

Concept(s): Movement, Change, Colonialism, Cultural Diffusion, Conflict

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration.

#### The student will understand:

- When new groups move into an area, existing groups may experience change.
- Interactions between indigenous and migrant groups often result in cultural transformation.

#### The student will know:

- The types of government, language, food, shelter, and cultural traditions of [various American Indian groups](#) (e.g. [Algonquian](#), [Iroquois](#), [Siouan](#), [Tuscarora](#), [Occaneechi](#), [Tutelo](#), the [Waxhaw](#), [Catawba](#) and [Cherokee](#)).
- How the culture, everyday life and status of American Indian groups changed after the arrival of Europeans.

**For example:** [American Indians were displaced](#) as Europeans arrived and cleared land to build settlements.

4.H.1.2 Explain how and why North Carolina was established.

#### The student will understand:

- Colonies may be established for political, social, or economic reasons.
- A nation's desire for new opportunities for trade and the need for new areas of settlement may encourage the migration of people into different regions.

#### The student will know:

- The English monarchy sponsored attempts at colonization along the North Carolina coast ([Roanoke Island and The Lost Colony](#)).
- The contributions of key individuals to the establishment of North Carolina (e.g., [Sir Walter Raleigh](#), [Queen Elizabeth](#), [John White](#), [Ralph Lane](#), [King Charles II](#), [Lords Proprietors](#)).
- How and why North Carolina began as a proprietary colony but later became a royal colony.

	<ul style="list-style-type: none"> <li>• The role of agriculture in encouraging settlement and expansion.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Colony-</b> A group of emigrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country. <a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></li> </ul>
<p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The interaction of people and place will shape the economic, political and cultural development of a community.</li> <li>• The influx of people from different cultural backgrounds often shapes the development of a community.</li> <li>• Historical events can shape the economic, political, and cultural development of a community.</li> <li>• The development of infrastructure can change communities by encouraging social, political, and economic transformation.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why the immigration of different ethnic and religious groups affected the economic, political and cultural development of North Carolina communities (e.g., <a href="#">Moravians</a> in Salem, <a href="#">Scots-Irish</a> in Appalachia, <a href="#">Quakers</a> in Hertford, <a href="#">Freedmen</a> in Wilmington).</li> <li>• How individuals contributed to the development of North Carolina communities (e.g., <a href="#">Daniel Boone</a>, <a href="#">Joel Lane</a>, <a href="#">John Lawson</a>, <a href="#">John Motley Morehead</a>, <a href="#">William R. Davie</a> and <a href="#">William Henry Singleton</a>, and <a href="#">Winifred Marshall Gales</a>).</li> <li>• How African slave labor contributed to the development and organization of plantation communities.</li> <li>• How the <a href="#">development of infrastructure</a> such as roads, canals, and railroads changed North Carolina communities.</li> <li>• How national and international events impacted North Carolina communities.</li> </ul> <p><b>For example:</b> The <a href="#">battle of Bentonville</a> was the largest Civil War battle fought in North Carolina. This event impacted surrounding North Carolina communities in many ways. In Four Oaks, the Harper home became a field hospital for wounded Confederate soldiers.</p>

	<p><b>For example:</b> During <a href="#">The Boston Tea Party</a> colonists in Boston stopped British ships that were carrying tea from docking in the harbor. North Carolina’s coastal towns such as Wilmington and Edenton protested taxes on tea. In Wilmington colonists closed their port. In Edenton, a petition led by women not to drink tea or buy British clothes became known as the <a href="#">Edenton Tea Party</a>.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Region</b>-an area that shares common characteristics. Regions can be physical regions; land formations and climate; human traits that make up a region such as language, religion, history and political boundaries. <a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></li> </ul>
<p>4.H.1.4 Analyze North Carolina’s role in major conflicts and wars from the Pre-colonial period through Reconstruction.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Political, economic, geographic, and cultural conditions in a community or region can create and be shaped by conflict and war.</li> <li>• The actions and perspectives of individuals and groups can play a role in determining the outcome of conflicts and wars.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• North Carolina’s role in major conflicts and wars (e.g., <a href="#">American Revolution</a>, <a href="#">Civil War</a>).</li> <li>• The role that various groups and individuals played in major conflicts and wars (<a href="#">Loyalists</a> and <a href="#">Patriots</a>, <a href="#">women</a>, <a href="#">Scots-Irish</a>, <a href="#">African Americans</a>, <a href="#">American Indians</a>, <a href="#">Confederates</a>, <a href="#">Zebulon Vance</a>, <a href="#">Nathanael Green</a>, <a href="#">Penelope Barker</a>).</li> <li>• The position North Carolina took in major political and economic conflict (<a href="#">American Revolution</a>, spread of slavery, <a href="#">Secession</a>, <a href="#">Reconstruction</a>)</li> <li>• How and why various political and military events affected different regions in North Carolina.</li> </ul> <p><b>For example:</b> <a href="#">The Regulator movement</a>, a political event that was a rebellion initiated by residents of the colony’s inland region.</p> <p><b>For example:</b> A military event that took place on October 7, 1780 at <a href="#">King’s Mountain</a> where American frontiersmen defeated the British at a critical point during the American Revolution.</p>

**Essential Standard:****4.H.2 Understand how notable structures, symbols, and place names are significant to North Carolina.****Concept(s): Representation, Leadership, Symbols****Clarifying Objectives**

4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Communities often use a variety of ways to honor the past contributions of people and commemorate significant historical events.
- A community's values and biases are evidenced by what it chooses to memorialize.

**The student will know:**

- The [historical significance of various public and private buildings](#) in North Carolina.

**For example:** [The Federal Building](#), also known as the Century Post Office, is a historic building located on Fayetteville Street in Raleigh, North Carolina. It was the first Federal Government project in the South following the Civil War. The Federal Building is a public building and was listed on the National Register of Historic places in 1971 and is a Raleigh historic landmark.

- The historical significance of various statues in North Carolina.

**For example:** [The statue of the confederate soldier](#) outside the Old State Capitol building is significant because it represents the confederacy and honors the lives of the southern men who fought for the Confederacy.

- The historical significance of various monuments in North Carolina.

**For example:** The [Wright Brothers National Memorial](#) located at Kitty Hawk serves to acknowledge where the "first flight" is believed to have taken place and honor the innovation of the first successful aircraft built by Orville and Wilbur Wright.

	<ul style="list-style-type: none"> <li>The historical significance of <a href="#">various place names</a> in North Carolina.</li> </ul> <p><b>For example:</b> The capital city of Raleigh was named for <a href="#">Sir Walter Raleigh</a>, an English aristocrat, who encouraged the settlement of North Carolina.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li><b><a href="#">Historical significance</a></b>- the importance of an artifact to the history, architecture, archeology, engineering or culture of a community, State, or the nation. <a href="http://www.nps.gov/nr/publications/bulletins/nrb16a/nrb16a_II.htm">http://www.nps.gov/nr/publications/bulletins/nrb16a/nrb16a_II.htm</a></li> </ul>
<p>4.H.2.2 Explain the historical significance of North Carolina’s state symbols.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>People often use symbols to exemplify the culture and history of places.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>The <a href="#">various symbols</a> that were chosen to honor the culture and history of North Carolina.</li> </ul> <p><b>For example:</b> Symbols of the <a href="#">Great Seal of North Carolina</a>, <a href="#">the flag of North Carolina</a>, the State bird, the State flower, etc.</p> <ul style="list-style-type: none"> <li>The meaning of various symbols that were chosen to honor the culture and history of North Carolina.</li> </ul>

## Geography and Environmental Literacy

### Essential Standard:

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

**Concept(s): Change, Transportation, Population, Communication, Natural Resources**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

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

### The student will understand:

- States experience political, social and economic change as they develop.
- Changes in a region’s population may correlate to changes in transportation, communication, and landscape over the course of time.

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of changes that have occurred in landscape, <a href="#">population, density, education, transportation and communication</a> in North Carolina since becoming a state in 1789.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- Landscape: Lush green country-sides that were once used for farmland have been turned into housing developments and neighborhoods with businesses and shopping centers.</li> <li>-Population: Population changes in urban locations have had growth patterns which were a result of a business-oriented state government and the enterprise of industrialists.</li> <li>- Transportation and Communication: Canals, railroads, development of roads, bridges, automobiles, and airplanes have helped solve the problem of transportation and inventions of telephones, digital technology, etc. have helped with communication.</li> </ul>
<p>4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• When preventable measures are not taken, human activity may result in consequences for the environment and people of a region.</li> </ul> <p><b>For example:</b> Rural areas have changed as trees have been cut down.</p> <ul style="list-style-type: none"> <li>• The availability of natural resources may be dictated by human action.</li> </ul> <p><b>For example:</b> Polluting water has a negative impact on wildlife and humans by making them sick. Conserving water has a positive impact on humans and wildlife because it is an essential part of life.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Natural resources</a> are crucial for economic and social life in North Carolina.</li> <li>• The relationship between the consumption and conservation of natural resources.</li> <li>• Reasons why people impact natural resources, past and present.</li> <li>• The ways pollution from automobiles, industry and waste products present challenges for keeping the land, air and water clean.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Natural resources</a>- anything from the natural environment that people use to meet their</li> </ul>

	<p>needs. They are “gifts of nature” that are present without human intervention.  <a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></p>
<p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Historical events and issues have often been driven by interactions between people and their physical environment.</li> </ul> <p><b>For example:</b> The growth of slave populations to facilitate <a href="#">the tobacco industry</a> led to North Carolina as a major agricultural center.</p> <ul style="list-style-type: none"> <li>• Interactions between people, places, and cultures are often shaped by and shape the physical environment.</li> </ul> <p><b>For example:</b> People build dams, plow and irrigate fields, build houses, schools, and shopping centers to modify the environment.</p> <ul style="list-style-type: none"> <li>• Individuals and businesses often depend on and modify the physical environment to meet their needs.</li> </ul> <p><b>For example:</b> Businesses and resorts have been created near the ocean and mountains in the state to accommodate tourism.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of modifications and adaptations of the environment that reflect the interaction of peoples, places, and cultures.</li> <li>• The <a href="#">advancement of transportation, technology, tourism, forestry and housing developments</a> caused changes in the environment in North Carolina.</li> </ul> <p><b>For example:</b> changes include more highways through and around mountains, less trees due to roadways, longer bridges to coastal tourist sites, etc.</p> <ul style="list-style-type: none"> <li>• Reasons why people have adapted to and modified their environment.</li> </ul>



	<ul style="list-style-type: none"> <li>• How American Indians, Europeans, and Africans shaped the North Carolina environment.</li> </ul> <p><b>For example:</b> <a href="#">American Indians use stone axes and fire to remove brush and timber as a means to clear farmland. They stripped the bark (a process as known as girdling) from larger trees so they sprouted no leaves and eventually died.</a></p> <p><b>For example:</b> <a href="#">Europeans cut lumber in order to build ships, houses and provide firewood. Agricultural clearing for the various forest industries have the overall effect of reducing the forests and altering drainage patterns along major rivers.</a></p> <p><b>For example:</b> Africans reshaped southern swamps into places of sustenance, refuge, and freedom (<a href="#">Dismal Swamp</a>).</p> <p><i><b>Note:</b> Human adaptation to and modification of physical systems are influenced by the geographic context in which people live, their understanding of that context, and their technological ability and inclination to modify the physical environment.</i></p> <p><a href="http://www.nationalgeographic.com/xpeditions/standards/14/index.html">http://www.nationalgeographic.com/xpeditions/standards/14/index.html</a></p>
<p>4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina’s citizens, past and present.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Technology may contribute to the social and economic growth and development of a state.</li> <li>• Technological innovation and change transform economies, societies, and military systems.</li> <li>• The pursuit of new innovations may result in economic and technological competition between regions.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Ways in which North Carolina has benefited from and been negatively impacted by changing technologies over time.</li> <li>• Ways changes in technology have afforded citizens greater national and global awareness..</li> </ul> <p>For Example: Trace the development of communication from the <a href="#">colonial era written word</a> to <a href="#">the internet</a>.</p> <ul style="list-style-type: none"> <li>• Technology has advanced in recent decades and is constantly changing the physical and social environment of North Carolina.</li> </ul>

**For example:** Advances in technology have given citizens better health care with digital imagery. Airports have provided a more intensive security approach through technology. Air controls and other transportation systems have been improved with advanced technology.

**Key Terminology:**

- **Globalization-** a process by which regional economies, societies, and cultures have become integrated through a global network of communication, transportation, and trade.  
[http://www.mi.gov/documents/10-02Glossary\\_48851\\_7.pdf](http://www.mi.gov/documents/10-02Glossary_48851_7.pdf)

**Economics and Financial Literacy**

**Essential Standard:**

**4.E.1 Understand how a market economy impacts life in North Carolina.**

**Concept(s):** Market Economy, Supply, Demand, Scarcity, Productivity, Entrepreneurship, Choice

**Clarifying Objectives**

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.

**The student will understand:**

- Positive and negative incentives direct economic behavior in a market economy.
- Economic decision-making often determines the production and distribution of goods and services.

**The student will know:**

- The basic concepts of a market economy are often interdependent.
- [The meanings](#) of supply, demand, scarcity, productivity and entrepreneurship.
- Ways productive resources, natural, human, and capital, have influenced the types of goods and services provided.
- Competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply and demand).
- [Characteristics of a market economy](#) (e.g., private property rights, voluntary exchange, competitions, etc.).

	<p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Productivity</b>-as an economic concept, is a measure of the efficiency of production that represents a ratio of production output to what is required to product it or production inputs. <a href="http://www.investopedia.com/terms/p/productivity.asp#axzz1oO27Q95P">http://www.investopedia.com/terms/p/productivity.asp#axzz1oO27Q95P</a></li> </ul>
<p>4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Business and personal economic decisions are often determined by the availability of goods and services in a region.</li> <li>• Competition among buyers results in higher prices and competition among sellers results in lower prices.</li> <li>• Opportunity cost requires citizens to make economic choices.</li> </ul> <p><b>For example:</b> The process of choosing one good or service over another such as choosing a luxury good over a basic need.</p> <p><b>The student will know:</b> How businesses make decisions based on scarcity and choice in a market economy.</p> <p><b>For example:</b> A drought can cause the soybean crop in North Carolina to be reduced causing scarcity; therefore, the price of soybeans will be greater.</p> <ul style="list-style-type: none"> <li>• How <a href="#">opportunity cost</a> affects financial decision-making.</li> </ul>
<p>4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Major industries play a historical and contemporary role in the state, nation, and world.</li> <li>• Industrial development may determine the ability of state or region to attract settlers and businesses and influence economic trade locally, nationally, and globally.</li> <li>• Changes in the economy may generate differing levels of employment.</li> </ul> <p><b>For example:</b> The economy is affected when there are changes in technology, competition and a changing demand for natural resources.</p> <p><b>The student will know:</b></p>

	<ul style="list-style-type: none"> <li>• Economic influences that contribute to changing demographics in North Carolina over time.</li> <li>• How North Carolina has historically and <a href="#">contemporaneously compared</a> to other states in the nation and globally.</li> <li>• Contemporary political, economic, and social issues that have impacted economic development and employment in North Carolina.</li> <li>• <a href="#">Examples of North Carolina industries</a> that have influenced our world.</li> </ul> <p><b>For example:</b> agriculture, financial services, textiles, transportation, etc.</p>
<p>4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurship is often essential to the vitality of a state’s economy.</li> <li>• Economic development within a state is often driven by the behavior of producers and consumers.</li> <li>• A people’s emphasis on self-sufficiency and independence may result in the growth of entrepreneurship within a state.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• An entrepreneur is a person who sets up a new business, which generates jobs and goods or services for themselves and others.</li> </ul> <p><b>For example:</b> <a href="#">Washington Duke</a> started the W. Duke Sons and Company which expanded over the years in different industries creating economic wealth for North Carolina.</p> <ul style="list-style-type: none"> <li>• Examples of goods, services, consumers, and producers..</li> <li>• Ways in which <a href="#">American Indians</a> have impacted the economy of North Carolina through entrepreneurship.</li> <li>• <a href="#">Examples of entrepreneurs in North Carolina.</a></li> </ul>

**Essential Standard:****4.E.2 Understand the economic factors when making personal choices.****Concept(s): Spending, Scarcity, Choice, Wealth****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

4.E.2.1 Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life.

**The student will understand:**

- Personal financial decisions can have benefits and consequences on everyday life.
- Opportunities for or limitations on choice may determine the financial decisions of individuals.
- The economic climate in a region may be determined by people’s access to financial resources.
- The maintenance of government services may require individuals to make financial contributions that contribute to the common good.

**The student will know:**

- Financial goals and responsibilities include spending, saving and sharing (e.g., taxes, investments, charities, etc.).
- “Income” is money earned from a job.
- Ways people decide how to spend their income and consequence of that spending choice.
- Sometimes people want more than they earn, and they have to save money.
- Decisions are made daily regarding risks on personal financial decisions that affect their life.
- Taxes are required and are necessary to help provide for needs in the state and nation.
- [Socioeconomic status](#) may differ between individuals.
- The difference between [regressive](#) and [progressive](#) taxes.

4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.

**The student will understand:**

- Limited personal financial resources often limit choices concerning what one can have or do.
- Values and beliefs concerning wants and needs often determine how individuals choose to spend their income.

**The student will know:**

- Sometimes, the amount of wealth people have limits choices they make.

	<ul style="list-style-type: none"> <li>• Wealth is relative depending on one’s perspective.</li> <li>• Examples of how limited personal financial resources affect decisions about needs and wants.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• create a budget that reflects the interaction of limited financial resources and personal economic choices.</li> </ul>
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**Civics and Government**

**Essential Standard:**

**4.C&G.1 Understand the development, structure and function of North Carolina’s government.**

**Concept(s):** Governmental Systems, Regulation, Rule of Law

**Clarifying Objectives**

4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Democratic governments often set the standard by which laws are developed.
- Revisions to the guiding documents of a state reflect the changing values and beliefs of citizens.

US constitution sets the standards by which

**The student will know:**

- A key principle is a general or fundamental truth used in deciding conduct or choice.
- A revision is to alter something already written or printed in order to make corrections, improve, or update.
- There are three branches of government outlined in the [North Carolina Constitution](#) (The Legislative, The Executive, and the Judicial Branch).
- There have been [three constitutions since North Carolina became a state](#) (the Constitution of 1776, the Constitution of 1868, and the Constitution of 1971).
- The present constitution was written in 1971, although it has been amended several times.

**Key Terminology:**

	<ul style="list-style-type: none"> <li>• <b><u>Rule of Law</u></b>- Principle that every member of society, even a ruler or ones who govern, must obey the law and are subject to the same laws.</li> <li>• <b><u>Regulation</u></b>- rules and laws the government makes to control the economy. In laissez-faire economic systems there is no regulation of the economy. In the United State, the government participates in the economy to assure the accomplishment of the economic goals of the government. <a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></li> </ul>
<p>4.C&amp;G.1.2 Compare the roles and responsibilities of state elected leaders.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The decisions of leaders are often shaped by the actions of citizens and the interrelationship between governmental agencies.</li> <li>• Leadership within a state may reflect the collaboration between individuals and groups within government concerning political, economic, social and cultural concerns of citizens.</li> <li>• Decisions of the state government may dictate the policies of local government and interactions with federal law.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The organizational structure of the <a href="#">state government of North Carolina</a> (e.g., legislative, executive and judicial branches).</li> <li>• The Legislative Branch makes laws and is called the <a href="#">General Assembly</a>. (e.g., It is divided into two parts, the Senate and the House of Representatives.)</li> <li>• The Executive Branch includes the <a href="#">governor, departments, and agencies</a> that enforce state laws, or see that they are carried out.</li> <li>• The Judicial Branch—<a href="#">State Supreme Courts</a> decide whether laws have been broken or whether they go against the North Carolina Constitution.</li> <li>• Examples of elected leaders in each of the three branches of state government.</li> <li>• Specific civic terminology such as Bill of Rights, checks and balances, General Assembly , and the three branches of government.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Checks and balances</u></b>-constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.</li> </ul>

	<p><a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></p>
<p>4.C&amp;G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Values and religious beliefs often shape the governing documents of a state.</li> <li>• The foundational history of a region may determine patterns of organization and relationships between citizens and government.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• References which offer background to the history of the early U.S. settlers and colonists (e.g., <a href="#">The Mayflower Compact</a> (1620), Pitt’s <a href="#">Speech to Parliament</a> on the Stamp Act (1776) and <a href="#">Burke’s Speech to Parliament</a> on Conciliation with America (1775), The <a href="#">Declaration of Independence</a> (1776)).</li> <li>• Examples of North Carolina colonial history and how it impacted governing documents (e.g., the <a href="#">Mecklenburg Declaration</a> preceded <a href="#">the American Declaration of Independence</a>.)</li> </ul>
<p>4.C&amp;G.1.4 Compare North Carolina’s government with local governments.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The structure, organization, and power of a local government may reflect the influence of larger frameworks of government within its region.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Cities and municipalities have mayors, city managers, and city councils chosen by the people in a variety of ways.</li> <li>• Ways in which state and local positions are similar and different (e.g., governor vs. mayor).</li> <li>• Local governments can be compared to American Indian’s tribal governments.</li> </ul> <p><i>Note:</i> <a href="#">North Carolina Commission of Indian Affairs</a> protects the health, education and tradition of American Indians.</p>



**Essential Standard:****4.C&G.2 Analyze the North Carolina Constitution.****Concept(s): Rights and Responsibilities, Individual Rights, Democracy****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

**The student will understand:**

- Democratic governments strive to protect the rights and privileges of citizens.
- Democratic governments exist to serve the people.
- The guiding documents of a state often reflect the values and beliefs of a people concerning civic responsibility.

**The student will know:**

- North Carolinians are guaranteed rights through articles in the state constitution, which was modeled after the [United States Constitution](#).
- The purposes of the [North Carolina Constitution](#) as identified in the Preamble of the Constitution and discussed in the articles on the state constitution.
- The fundamental values and principles as they are expressed in the Preamble of the North Carolina Constitution.

4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.

**The student will understand:**

- Citizens have rights and responsibilities that are outlined by a state's constitution.
- Participating in civic life is necessary for the health and success of a state.

**The student will know:**

- Examples of the [type of rights that citizens have](#) are freedom of speech, freedom of religion, right to own property.
- Examples of the responsibilities of citizens of North Carolina are respecting the rights of others, voting, obeying laws, etc.
- People have the right to life, liberty and the pursuit of happiness, and there are articles in the [state constitution](#) that outline those and other basic rights.
- Examples of rights and responsibilities as citizens such as holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and

	voting, serving on a jury when summoned..
4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• In a democracy, citizens have protected rights as well as significant responsibilities.</li> <li>• Social and political equality amongst all citizens may be a goal of a democratic constitutional government.</li> <li>• The rights of citizens are preserved through the exercise of civic responsibility within a state.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of the responsibilities of citizenship.</li> <li>• The differences between rights and responsibilities.</li> <li>• Citizens have rights such as freedom of religion, speech and the press..</li> <li>• The relationship between rights and responsibilities of citizenship.</li> <li>• The citizens should help express and ensure rights and responsibilities through participation in elections.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Rights-</u></b> a major responsibility of a democratic government is to protect the rights of its citizens. The personal rights include freedom of conscience and religion, freedom of expression and association, freedom of movement and residence, and privacy. Political rights include the right to vote, petition, assembly, and freedom of press. Economic rights include the right to own personal property, to choose one’s work, to change employment, to join a union, and to establish a business.</li> <li>• <b><u>Responsibility-</u></b> pertains to a people’s duties or obligations. In a society where citizens have rights, there is a responsibility, for example, to respect the rights of others.</li> </ul> <p><a href="http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf">http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf</a></p>

# Culture

## Essential Standard:

4.C.1 Understand the impact of various cultural groups on North Carolina.

Concept(s): Culture, Diversity, Values and Beliefs

### Clarifying Objectives

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).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Regions may be exemplified by characteristics of various cultural groups and their interactions with the environment and each other.
- A region often reflects the culture, values, and beliefs of its inhabitants.

#### The student will know:

- Settlement patterns of [immigrants](#) and [American Indians](#) in North Carolina.
- The development of regions in North Carolina was shaped by the culture of various diverse groups.

**For example:** The [Scottish](#) developed mountain and bluegrass music in North Carolina's Appalachian mountains.

- [Cultural elements that impacted the development of North Carolina regions](#) (e.g., music, crafts, languages, traditions and foods).

#### Key Terminology:

- **Cultural groups**-A group of people who share one or more unique characteristics such as race, national origin, ethnicity, or religion.

<http://www.nwoet.org/ohiotrek/pdf/culturalgrps.pdf>

4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

**The student will understand:**

- Artistic expressions are often used to express the values, traditions and religious beliefs of a culture.
- A region's heritage can often be recognized by the artistic expressions of its inhabitants.

**The student will know:**

- People and society define the places that are important to their cultural heritage.
- Ways in which North Carolinians have artistically represented their cultural heritage.

**For example:** The [mountain and bluegrass music in the North Carolina Appalachian Mountains](#) derives from Scottish culture.

**Key Terminology:**

- **Cultural heritage**-language, customs, ideas or experiences.  
<http://www.nwoet.org/ohiotrek/pdf/culturalgrps.pdf>

## APPENDIX A: KEY TERMINOLOGY

### History:

- **Colony**- A group of emigrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country.
- **Region**-an area that shares common characteristics. Regions can be physical regions; land formations and climate; human traits that make up a region such as language, religion, history and political boundaries.
- **Notable**- Worthy of note or notice; remarkable; characterized by excellence or distinction.
- **Historical significance**- the importance of a property to the history, architecture, archeology, engineering or culture of a community, State, or the nation.

## Geography and Environmental Literacy:

- **Natural resources-** anything from the natural environment that people use to meet their needs. They are “gifts of nature” that are present without human intervention.
- **Globalization-** a process by which regional economies, societies, and cultures have become integrated through a global network of communication, transportation, and trade.

## Economics and Financial Literacy:

- **Productivity-** as an economic concept, is a measure of the efficiency of production that represents a ratio of production output to what is required to produce it or production inputs.

## Civics and Government:

- **Rule of Law-** Principle that every member of society, even a ruler or ones who govern, must obey the law and are subject to the same laws.
- **Regulation-** rules and laws the government makes to control the economy. In laissez-faire economic systems there is no regulation of the economy. In the United State, the government participates in the economy to assure the accomplishment of the economic goals of the government.
- **Checks and balances-**constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.
- **Rights-** a major responsibility of a democratic government is to protect the rights of its citizens. The personal rights include freedom of conscience and religion, freedom of expression and association, freedom of movement and residence, and privacy. Political rights include the right to vote, petition, assembly, and freedom of press. Economic rights include the right to own personal property, to choose one’s work, to change employment, to join a union, and to establish a business.
- **Responsibility-**pertains to a people’s duties or obligations. In a society where citizens have rights, there is a responsibility, for example, to respect the rights of others.

## Culture:

- **Cultural groups**-A group of people who share one or more unique characteristics such as race, national origin, ethnicity, or religion.
- **Cultural heritage**-language, customs, ideas or experiences.

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC 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 N.C.

4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.

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.

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

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, inventions, etc.) on North Carolina's citizens, past and present.

4.E.1.1 Understand the basic concepts of a market economy: 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 of entrepreneurship on the economy of North Carolina.

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 limited personal financial resources affect the choices people make based on their wants and needs.

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.2.1 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.

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.

I have had challenges teaching and assessing...

I have no challenges teaching and assessing...