



4th Grade Instructional Blueprint Supporting Documents

- **3-5 NCDPI Support Documents**
 - **Unit Guides**
- **Examples of Formative Assessment per Standard**

4th Grade Instructional Blueprint

The fourth-grade course, North Carolina History, helps students to see the progression of the state from pre-colonial times to present day. Students will also see the role of North Carolina in major United States events. Students will use their knowledge they gained in kindergarten through third grade as well as building a foundation for fifth grade. Please refer to the [4th Grade Unpacking Document](#) for more support.

| Unit Title | All About the State of North Carolina 10–13 Days | Colonization of North Carolina 10–13 Days | Becoming a State 10–13 Days | Setting Up North Carolina State Government 10–13 Days | The Road to the Civil War & The Civil War 15–20 Days | Economics of North Carolina 10- 13 Days | Personal Finances 5 Days |
|--|--|---|---|---|--|---|---------------------------------------|
| Aligned Priority Objectives | Inquiry Strand 4.H. 1.6 4.G. 1.1 4.G. 1.2 4.G. 1.3 | Inquiry Strand 4.B. 1.1 4.B 1.2 4.H.1.1 4.H. 1.2 4.H. 1.4 4.H 1.5 | Inquiry Strand 4.H.1.1 4.H. 1.2 4.H 1.3 4.H. 1.4 4.H 1.5 | Inquiry Strand 4.C&G.1.1 4.C&G.1.2 4.C&G.1.3 4.H.1.3 4.H.1.5 | Inquiry Strand 4.C&G.1.1 4.C&G.1.2 4.C&G.1.3 4.H.1.1 4.H. 1.2 4.H 1.3 4.H. 1.4 4.H 1.5 | Inquiry Strand 4.E 1.1 4.E 1.2 4.E 1.3 | Inquiry Strand 4.E 2.1 4. E 2.2 |

[Quarter One Guides](#)

[Quarter Two Guides](#)

[Quarter Three Guides](#)

[Quarter Four Guides](#)

3-5 Strand Alignment – use the [Social Studies Strand Maps](#) to see full document.

| History | Geography | Economics | Civics and Government | Behavioral Science |
|--|---|---|---|--|
| <p>GRADE 3-5 Concepts</p> <ul style="list-style-type: none"> • People • Historical Event/Event • Role • Perspective • Change • Women • Minority <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • People • Historical Event/Event <p>Understandings</p> <ul style="list-style-type: none"> • Significant people and events shape history and are often memorialized with monuments or other symbols. • Different groups of people, including women, other minorities, and indigenous populations have played significant roles in shaping North Carolina and American history. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of primary and secondary sources to determine perspective. | <p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Place • Location • Movement • Geography • Region • People <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Movement • Geography • Place • People <p>Understandings</p> <ul style="list-style-type: none"> • Geography and place impact the movement of people within local communities, the state, and our nation. • The movement of people impacts geography within local communities, the state, and our nation. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of maps, globes, and digital representations to determine location. | <p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Entrepreneurship • Resource • Production and Consumption • Good • Supply and Demand • Choice • Spending and Saving <p>Conceptual Threads</p> <ul style="list-style-type: none"> • Supply and Demand • Choice • Spending and Saving • Decision <p>Understandings</p> <ul style="list-style-type: none"> • Availability of resources, production, and supply and demand affect choices people make and impact economic growth and decline. • Production and supply and demand are influenced by the availability of resources. • There are positive and negative outcomes of personal financial decisions. | <p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Roles • Responsibilities • State Government • Local Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Structure • Function • State Government • Local Government <p>Understandings</p> <ul style="list-style-type: none"> • Groups and individuals may influence state and local governments. • Rights and responsibilities of individuals are reflected in the constitution. • The structure, function, roles, and responsibilities of government. | <p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Social Structure • Identity • Community • Values • Beliefs • Culture • Development • Religion • Belief Systems • Cultural Development <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Identity • Values • Beliefs • Development <p>Understandings</p> <ul style="list-style-type: none"> • Identity, values, and beliefs contribute to the cultural development of states, and nations. |

The image below is from NCPDI's 4th Grade unpacking Document.

| Inquiry 3-5 | |
|--|---|
| <p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p> | |
| Category | Indicator |
| Compelling Questions | I.1.1 Identify content required to provide an answer to compelling questions. |
| | I.1.2 Construct compelling questions that promote inquiry with peers. |
| Supporting Questions | I.1.3 Understand how responses to supporting questions provide responses to compelling questions. |
| | I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers. |
| Gathering and Evaluating Sources | I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions. |
| | I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. |
| Developing Claims and Using Evidence | I.1.7 Construct claims in response to compelling and supporting questions. |
| | I.1.8 Accurately use information from sources when making claims. |
| | I.1.9 Make inferences from information in sources. |
| Communicating Ideas | I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources. |
| Taking Informed Action | I.1.11 Identify ways to address problems related to the compelling question. |

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

| General - Includes technology platforms that could be useful. | World History | American History | Civics and Economics and Civic Literacy | North Carolina History (with an Onslow County splash) | Sociology and Psychology | Maps and Geography | Economic and Personal Finance |
|---|--|--|---|--|--|--|---|
| EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Peardeck Wakelet National Geographic Graphic Organizers DocsTeach | Ducksters Eyewitness to History Stanford History Education Group NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology | America in Class Founders Online American Battlefield Trust Digital History Making of America Smithsonian National Park Service Teaching American History Gilder Lehrman | Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries Judicial Learning Center National Constitution Center | Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources | American Sociological Association Sociology Central Institute of Social Research American Psychological Association | Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning | Personal Finance Literacy Resources North Carolina Council on Economic Finance |

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|--|---|---|--|--|--|--|--|
| ClassFlow StartSOLE C3 Inquiries History Labs Newsela Edulastic EdPuzzle CommonLit Discovery Education Actively Learn | Carolina Navigators UNC World View | Institute of American History Carolina K-12 Teaching with Primary Sources Spy Museum Library of Congress Jamestown and the American Revolution | | | | | |
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Quarter 1

- Geography
- Colonization

[Social Studies 4th Grade Unpacking Document](#) for extra support.

Resources

- [Digital Textbook](#) for extra support
- [Onslow County Museum Educators Guide](#) for extra support
- [CKLA Grade 4 Scope and Sequence](#) *there are some topics here that can be useful for integration
- [State Symbols resources](#)
- [NC Symbols and Geography](#) video
- Read aloud: [The Armadillo from Amarillo](#)
- Read aloud: [North Carolina](#)

| Unit One Guide: All About the State of North Carolina 10-13 Days | | | |
|---|---|---|--|
| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.</p> <p>4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.</p> <p>4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.</p> <p>4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina</p> | <p>This unit allows students to build background knowledge on the geography of North Carolina and the United States. This knowledge will be spiraled back to in each unit. This unit also prepares students to analyze primary and secondary sources.</p> | | |
| | Enduring Understandings | Sample Learning Targets | Possible Key Terms/Topics |
| | <ul style="list-style-type: none"> North Carolina's three regions have different geographic features North Carolina has various state symbols. It is important to use a variety of sources when trying to understand the past. | <ol style="list-style-type: none"> I can identify the major geographic features of North Carolina and the United States using maps and charts. I can identify the major North Carolina State symbols. I can interpret the meaning of a primary source using evidence a primary source and a secondary. | <ul style="list-style-type: none"> region piedmont coastal plan mountain region absolute location relative location inlet sound natural resource resources (natural) primary source secondary source |

| Unit Two Guide: Colonization of North Carolina 10-13 Days | | | |
|---|---|---|--|
| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.</p> <p>4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina</p> <p>4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.</p> <p>4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.</p> <p>4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.</p> <p>4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p> | <p>This unit allows students to develop exploration and the colonization of North Carolina by European countries, Students will also understand that North Carolina was already inhabited by Native Americans. Understanding these facts will allow students to determine how North Carolina was colonized.</p> | | |
| | Enduring Understandings | Sample Learning Targets | Possible Key Terms/Topics |
| | <ul style="list-style-type: none"> • The impact of colonization on North Carolina's history. • Understand different perspectives from indigenous groups and European settlers. • How the development of regions in North Carolina was shaped by the culture of various diverse groups. | <ol style="list-style-type: none"> 1. I can analyze the impact of colonization of North Carolina. 2. I can hypothesize the perspectives of diverse peoples to understand the development of North Carolina's culture. | <ul style="list-style-type: none"> • Native Americans/Indigenous people • Explorers • Roanoke • Settlement • Settlers • Colonies • John White • Virginia Dare • Queen Elizabeth • Sir Walter Raleigh |

Quarter 2

- Revolutionary War
- Government

[Social Studies 4th Grade Unpacking Document](#) for extra support.

Resources

- [Digital Textbook](#) for extra support
- [Road to the Revolution](#) video and questions
- [I'm just a Bill](#) Video
- [Tyron Palace Interactive Map](#)

| Unit Three Guide: Becoming a State 10-13 Days | | | |
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| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.</p> <p>4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.</p> <p>4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina</p> <p>4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.</p> <p>4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p> | <p>This unit allows students to build background knowledge how North Carolina's government developed through conflicts. This unit also prepares students to analyze primary and secondary sources.</p> | | |
| | Enduring Understandings | Sample Learning Targets | Possible Key Terms/Topics |
| | <ul style="list-style-type: none"> • Citizens play a key role in developing a democratic government. • Key states impacted the success of the American Revolution. • Historical events or issues can be understood through information from various sources. | <ol style="list-style-type: none"> 1. I can identify key people who were involved in shaping North Carolina into a state. 2. I can explain North Carolina's role in the American Revolution. 3. I can interpret the meaning of a primary source using evidence a primary source and a secondary. | <ul style="list-style-type: none"> • French and Indian war • Stamp Act • Taxation • Edenton Tea Party • Mecklenburg Resolves • Revolutionary War • Penelope Barker • Repeal • Independence • Great Britain • Mecklenburg Resolves • Patriots • Loyalists • Halifax Resolves |

| Unit Four Guide: Setting up North Carolina State Government 10-13 Days | | | |
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| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.</p> <p>4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.</p> <p>4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p> <p>4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina</p> <p>4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p> | This unit allows student to understand the roles of citizens, events, and ideas in shaping the local and state government. | | |
| | Enduring Understandings <ul style="list-style-type: none"> Elected leaders are responsible for representing the political, economic, social, and cultural concerns of the people. Effective leadership often requires collaboration among individuals and groups within the government. Decisions of the state government may dictate the policies of local government and interactions with federal law. | Sample Learning Targets <ol style="list-style-type: none"> I can identify the roles and responsibilities of the branches of government. I can understand the impact of state and federal laws on society and citizens. | Possible Key Terms/Topics <ul style="list-style-type: none"> Articles of Confederation Constitutional Convention North Carolina Constitution Confederacy Legislative Executive Judicial Checks and balances Veto Governor General assembly |

Quarter 3

- Civil War

[Social Studies 4th Grade Unpacking Document](#) for extra support.

Resources

- [Digital Textbook](#) for extra support
- Discovery Education video: [Causes of the Civil War](#)
- Discovery Education video: The Civil War Seeds of Conflict, Part 1
- Discovery Education: Virtual Tour of Fort Sumter

| Unit Five Guide: The Road to the Civil War & Civil War 15-20 days | | | |
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| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.</p> <p>4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.</p> <p>4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p> <p>4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.</p> <p>4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.</p> <p>4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina</p> <p>4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.</p> <p>4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.</p> | <p>This unit allows students to determine events that caused the Civil War. Students will examine important events and people that contribute to the resistance and reform of the North Carolina culture.</p> | | |
| | <p>Enduring Understandings</p> <ul style="list-style-type: none"> Elected leaders are responsible for representing the political, economic, social, and cultural concerns of the people. Effective leadership often requires collaboration among individuals and groups within the government. Decisions of the state government may dictate the policies of local government and interactions with federal law. | <p>Sample Learning Targets</p> <ol style="list-style-type: none"> I can identify the major event leading to the Civil War. I can explain the outcome of the Civil War. I can describe important people and events of the Civil War. | <p>Possible Key Terms/Topics</p> <ul style="list-style-type: none"> Civil war States rights Enslaved Emancipation Dr Martin Luther King Jr. Segregation Secede Confederacy Union Abrham Lincoln Jefferson Davis 13th- 15th Amendment |

Quarter 4

- Economics
- Personal Finance

[Social Studies 4th Grade Unpacking Document](#) for extra support.

Resources

- Brainpop Videos: Supply and Demand, Goods and Services, and comparing prices and money
- Flocabulary: Needs and wants, supply and demand, and What is trade
- Read aloud: [Alexander Who Used to be Rich](#)
- Read aloud: [Little Critter Just Saving my Money](#)

| Unit Six Guide: Economics of North Carolina 10-13 Days | | | |
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| Priority Objectives | Overview | | |
| <p>Inquiry standards</p> <p>4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.</p> <p>4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.</p> <p>4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.</p> | <p>This unit allows students to build an understanding of how economic decisions and resources affect the economy of North Carolina.</p> | | |
| | Enduring Understandings | Sample Learning Targets | Possible Key Terms/Topics |
| | <ul style="list-style-type: none"> Economic decision impact North Carolina's economy. Availability of resources and human capital influence economic growth or decline. Industry and trade are important factors that impact economic growth and decline. Supply and demand drives the economy of North Carolina. | <ol style="list-style-type: none"> I can identify examples of factors that impact economic growth or decline in North Carolina. I can analyze the ways in which factors influence economic growth or decline in North Carolina. I can design a real-world model of how supply and demand impact an economy. | <ul style="list-style-type: none"> Finance Economy Resources Economics Goods Services Supply Demand Scarcity Industry Production |

| Unit Seven Guide: Personal Finances-5 Days | | | |
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| Priority Objectives | Overview | | |
| <p>Inquiry Standard</p> <p>4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life</p> <p>4.E.2.2 Exemplify outcomes of positive and negative financial decisions.</p> | This unit allows students to understand the impact of personal financial decisions. | | |
| | Enduring Understandings | Sample Learning Targets | Possible Key Terms/Topics |
| | <ul style="list-style-type: none"> Personal financial decisions can have benefits and consequences on everyday life. Opportunity cost may influence the financial decisions of individuals. A personal budget can lead to informed decisions on spending and saving. | <ol style="list-style-type: none"> I can provide examples of how people spend and save money. I can analyze how personal spending and saving decisions impact an individual's life. I can create a real-world budget that reflects the interaction of financial resources and personal economic choices. | <ul style="list-style-type: none"> Investing Saving Budget Needs Wants Borrowing Debit Credit |

Examples of Formative Assessment per Standard

(source: <https://www.dpi.nc.gov/social-studies-4th-grade-unpacking-document-fall-2021-implementation>)

| Standard 4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state. | |
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| 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina | 4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina |
| <p>Students create a museum mural that illustrates the way in which American Indian communities of North Carolina have influenced the culture in their community.</p> <p>Students are given information about a North Carolina festival or fair and create a visual presentation (poster, google slides, etc.) that highlights the elements of the fair and clearly states how the festival or fair has influenced the identity of North Carolina.</p> | <p>Students read about 3 North Carolina cultures and write a newspaper article explaining how each culture contributed to the development of North Carolina.</p> <p>Students study the life of the Eastern Band of Cherokee Indians before and after contact with other cultural groups. Students then design a museum exhibit with artifacts and artifact descriptions that demonstrates their findings of how indigenous population impacted the development of North Carolina.</p> |

| Standard 4.C&G.1 Understand the role of citizens in local and state government | | |
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| 4.C&G.1.1 Compare the roles and responsibilities of state elected leaders | 4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government | 4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution |
| Students create a triple Venn Diagram that compares the roles and responsibilities of the executive, judicial, and legislative branches. | Students read an article about women who influenced state and local government in North Carolina. Based on the article, students create a newspaper headline that summarizes the influence of those women. This assessment can | The teacher provides a list of rights and responsibilities reflected in the North Carolina Constitution. Students create a tree map that points out and differentiates the rights and |

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| After studying the roles of the current members of each of the three branches, students select two current elected leaders from within the same branch and complete a Double Bubble Thinking map in order to demonstrate their understanding of the similarities and differences between different positions within the same branch of government. | be done with indigenous, religious, or racial groups as well. Students read an article about how various groups influenced state and local government and then create a campaign poster with a slogan that summarizes the movement. | responsibilities of citizens in the state constitution. The teacher provides students with an infographic of rights and responsibilities of North Carolina. Students distinguish what is relevant in the infographic as it relates to the rights and responsibilities of North Carolina citizens. |
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| Standard 4. E.1 Understand how economic decisions and resources affect the economy of North Carolina | | |
|---|---|---|
| 4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina | 4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries | 4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina |
| <p>The teacher gives students 5 scenarios of product scarcity in North Carolina. Students then explain how each scenario impacted economic decisions of a business.</p> <p>The teacher gives students a list of items that were scarce and examples of business decisions that were made during the COVID-19 pandemic. Students match the scarce items with the examples of how the scarcity impacted the business decisions.</p> | <p>Students demonstrate their understanding of the basics of competition in a Market Economy by explaining various choices that two North Carolina grocery store chains could make in order to convince consumers to shop with them instead of their competitor. Students then explain how competition between two businesses within the same industry impacts economic growth and decline in North Carolina. This can be adapted by replacing the grocery stores with two competing businesses within the same industry of North Carolina.</p> <p>Students explain how natural disasters (forest fires, drought, hurricanes, etc.)</p> | <p>Students read about various North Carolina industries. On a map of North Carolina, students plot where lumber is grown, fish is caught, and other resources are located. Students then explain how those resources are spread around the state and how the availability of these resources impacts production from various industries. After studying the impact of the availability of resources on the factors of production, students address the following scenario: A company wants to build a factory in a North Carolina County that has a population of less than 10,000 people. The company knows that it will need at least 15,000 people to work in the factory. Explain what resources are</p> |

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| | impacted or could have impacted industries throughout the North Carolina regions (Christmas tree farms, tobacco farms, cotton farms, timber industry, etc.) and how this impacts the economic growth and decline of the industry chosen. | needed, whether or not these resources are available, what factors of production may be impacted and what decisions that company may have to make in order to open their factory. |
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| Standard 4.E.2 Understand the impact of personal financial decisions | |
| 4.E.2.1 Explain the way in which personal financial decisions, such as spending and saving, may affect everyday life | 4.E.2.2 Exemplify outcomes of positive and negative financial decisions |
| <p>Students write a diary entry about saving up to buy something they want and explain how their decisions on spending or saving money will impact their ability to purchase the item.</p> <p>The teacher gives students various scenarios about spending and saving. After examining each scenario, students write an explanation that demonstrates their understanding of how spending and saving affect everyday life.</p> | <p>The teacher gives each student the same “yearly salary” amount. Students then make a list of their needs and a list of their wants. Students use their lists to create a budget for the items by looking up how much these items cost. Each time the students decide to use money on an item from their lists, they will subtract that amount from their total salary, using a spreadsheet. Students explain if each of their choices was a positive financial decision or a negative financial decision and provide a potential outcome for each.</p> <p>Students are given 3 budget scenarios that portray different spending choices. Students determine if they think the choices within each scenario were positive or negative financial choices. For each scenario, students generate a list of possible positive outcomes and negative outcomes based on the choices made.</p> |

Standard 4.G.1 Understand the role geography has played in the development of North Carolina

4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations

4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools

4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina

Students are given images from two different regions of North Carolina. Students are then given two additional pictures from the same two regions but representing a later date. Students use a Venn Diagram to compare the development they see in the two regions of North Carolina over time.

Students use Census data from two different regions of North Carolina to compare how the two regions' populations developed differently over the span of 100 years.

The teacher shows students maps that show the location of textile mills, tobacco, etc. in North Carolina. At the same time, the teacher pairs those maps with a map of railroads in North Carolina from similar time periods in order to show the role that transportation played in the economic development of these industries during that era. Students then come up with new examples of how transportation has impacted the development of North Carolina.

Students role play as the owner of a business in North Carolina. Students are given a business name, a city in which their business is located, and the product they produce. Using a topographical map of North Carolina, students annotate what would need to be developed for their business to successfully move their goods to their consumers (highways, railroads, airports, etc.). Students write a one-paragraph summary explaining the impact of those developments on their business.

Students read about the Trail of Tears. Students use a version of the 5 W's (e.g., Who was involved? What happened? Where did it happen? When did it happen? How did it happen/What was the result of the event?) to write a 2-3 sentence summary that demonstrates their understanding of the reasons for the Trail of Tears.

Students read an article regarding the decision or experiences of a person or group of people choosing to leave North Carolina and migrate to other places in the United States during a time period determined by the teacher or connected to the topic being studied. The students create a newspaper headline that summarizes the reasons for the forced or voluntary migration.

Standard 4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina

| <p>4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina</p> | <p>4.H.1.2 Summarize the changing roles of women, indigenous populations, and racial groups throughout the history of North Carolina</p> | <p>4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina</p> | <p>4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America</p> | <p>4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina</p> | <p>4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives</p> |
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| <p>Students write a pitch for a Netflix series starring marginalized people from an important period of time. Students should identify the character, contribution, and impact the group had on North Carolina.</p> <p>After learning about the Greensboro Four, students write an article explaining how the Greensboro Four</p> | <p>After reading an article about how women's roles in North Carolina have changed over time, students use images and short captions to create a Google slideshow. The slideshow should serve as a summary of how their roles have changed over time.</p> <p>After reading an article about the changing roles of American Indians in North Carolina, students create a</p> | <p>Students assume the role of a person living during a specific event studied. Students write a letter to the editor of a local newspaper about that event (a boycott, a protest, etc.). Students' letters should clearly identify the issue, explain the causes of the issue, and how the issue shaped North Carolina.</p> <p>Students create a storyboard of the events that took</p> | <p>Students read primary and secondary sources about the Edenton Tea Party. After reading, students create a storyboard summarizing the role North Carolina played in protest of the Tea Act.</p> <p>Students read about Swann v. Charlotte Mecklenburg Board of Education and write a tweet of 250 characters or less that summarizes the role North Carolina</p> | <p>The teacher gives students primary and secondary sources on the American Revolution. Students write a short newspaper article comparing the perspectives of Loyalists and Patriots during the American Revolution using the primary source documents.</p> <p>The teacher provides students with primary and secondary sources about the Indian</p> | <p>Students select a North Carolina state symbol, monument, statue, or building representing a person or significant event from the Revolution. Students then write a present-day newspaper article that discusses how loyalists and patriots of the time would have felt toward this symbol, monument, statue, building, etc. The article should also portray the</p> |

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| <p>sparked the sit-in movement.</p> <p>After reading African Americans and the Revolution from NCpedia, students create a museum exhibit explaining how the achievements of African Americans during the Revolutionary War contributed to change in North Carolina.</p> | <p>newspaper headline that summarizes how their roles have changed throughout history.</p> <p>Students learn about the roles of African Americans in North Carolina during the Revolutionary War. After reading African Americans and the Revolution from NCpedia, students write a 3 - 5 sentence summary of how African Americans' roles changed after the war.</p> | <p>place with the Greensboro Four. The storyboards should depict the impact these four had on shaping the direction of North Carolina.</p> <p>Students are assigned a reform movement that took place in North Carolina. Students explain the causes of that movement and the impact that movement had on North Carolina.</p> | <p>played in desegregation.</p> | <p>Removal Act that forced the Cherokee from their homes in North Carolina. Students compare the various perspectives of the removal and write a 3-5 sentence comparison.</p> | <p>significance of the person/event and why it is something North Carolina has chosen to honor today.</p> <p>Students learn about historic Halifax and its role in the underground railroad. Students take on the role of someone planning a speech to be given at a special event to honor the significance of Halifax to North Carolina. Students write a speech that demonstrates the various perspectives and importance of historic Halifax.</p> <p>After learning about the State Seal, students write a brief paragraph describing the importance of the seal to various groups within North Carolina.</p> |
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