

SOCIAL STUDIES Fourth Grade (Focus: North Carolina geography and history)

VALUES AND ATTITUDES	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none">• Life and Dignity of the Human Person• Call to Family, Community and Participation• Rights and Responsibilities• Option for the Poor and Vulnerable• The Dignity of Work and The Rights of Workers• Solidarity• Care for God's Creation
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DIOCESAN STRAND A Individual Development and Catholic Ideals

OBJECTIVES Importance of family life <ul style="list-style-type: none">• Recognize that we all belong to the family of God.• Develop an understanding that each person is unique and a gift from God.• Develop an understanding that each person is unique and part of a basic unity: family, school, parish, and community.• Participate in parish community life and service.• Demonstrate respect for all students.• Begin to identify world problems such as hunger, poverty and disease.

DIOCESAN STRAND B Citizenship, Civics and Government

OBJECTIVES Social and political institutions in North Carolina <ul style="list-style-type: none">• Assess and evaluate the economic, social and political importance of regional diversity in North Carolina.• Identify and assess the impact of religious groups that have influenced life in North Carolina.• Explain the importance of responsible citizenship.• Identify civic activities in which North Carolinians can participate.• Examine ways North Carolinians govern themselves.• Identify major government authorities at the local and state level.• Demonstrate knowledge of NC current governmental structure and processes.• Identify and assess the role of current and historical prominent persons in North Carolina.• Identify major provisions of NC constitution.• Identify important services provided by state government in North Carolina.• Explain how state government services are financed.

- Investigate current environmental issues in the community, in the state, and in the region.
- Understand the purpose of the North Carolina Constitution, its key principles, and its relationship to the U.S. Constitution.
- Describe the components of North Carolina's governance structure, e.g., cities and towns, counties, Indian reservations.
- Identify local political authorities and governmental agencies. Describe their roles and responsibilities in community development.

Authority, responsibility, and justice in a democratic society

- Evaluate personal characteristics and skills necessary for effective leadership by state officials and political leaders.
- Relate individual and group behavior.
- Define the major purposes and functions of NC state government and identify the branches of state government.
- Explain how the Governor and legislators are elected and describe the characteristics one should look for in persons running for the office of governor or legislator.
- Explain the rights and responsibilities of voting.
- Identify connections between the need for peace and the roles and responsibilities of others.
- Examine the interaction of individuals and groups in the state and within a community.

Good citizenship

- Identify current trends in North Carolina and the region that influence citizens of the area.
- Research issues and suggest possible strategies for future development of an area.
- Demonstrate Christian values in group activities.
- Demonstrate democratic approaches for resolving conflicts.
- Interact with people of other religions for peace and justice.
- Name contributions of key Catholics in history.
- Discuss and demonstrate characteristics of positive leaders.
- Connect Christian values with diplomatic solutions.

DIOCESAN STRAND C History

OBJECTIVES

Colonization in North Carolina

- Assess changes in ways of living over time and determine reasons for change.
- Identify people, symbols, events, and documents in North Carolina's history.
- Examine and explain the importance of the Lost Colony.
- Compare and contrast past and present ways in which people, goods, and ideas.
- Describe the political and social history of colonial North Carolina and analyze its influence on the state currently, e.g., Colonial America, Pre-War between States, Reconstruction, 1930's and the present.

Characteristics of the people of North Carolina

- Identify, locate, and describe ways of living of the major Native-American groups in North Carolina, past and present.
- Describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs.
- Analyze similarities and differences among North Carolina's people, past and present.
- Describe traditional art forms, e.g. art, music and crafts in North Carolina.

Influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina

- Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance of this influence on North Carolina society.
- Analyze economic, social, and political situations which involve ethical and moral dilemmas.
- Identify the development and contributions of the Catholic Church in NC.
- Identify groups that have influenced patterns of national society.
- Trace/analyze the chronological development of the US.
- Discuss the relationship of family and the Church.
- Identify current Church people/events influencing society.

Change in various settings

- Identify the following: population, socio-economic factors, environmental concerns, cultural concerns of historic periods.
- Trace the historical movement that led to NC as a state.
- Discuss how current issues and events influence NC and the U.S.
- Demonstrate how information about current events help people make informed decisions.
- Identify specific problems in NC and propose possible solutions and how they might influence the future.

Influence of inventions and technology

- Cite examples of the impact of technology from North Carolina's history.
- Analyze the effect of technology on North Carolina's citizens.
- Explain how technology changed and influenced the movement of people, goods, and.
- Analyze the current effect of technology on North Carolina.
- Identify the advantages and disadvantages of technology in the lives of North Carolinians.

DIOCESAN STRAND D Geography

OBJECTIVES

Apply the five themes of geography to North Carolina

- Locate major landforms, bodies of water and natural resources in North Carolina.
- Describe and compare regional physical and cultural characteristics.
- Describe the impact location has on life in North Carolina, e.g., major cities, recreation areas, industry, and farms.
- Evaluate how North Carolinians, past and present, used, modified, and adapted to the physical environment.
- Assess the relationship of human movement to the physical environment.
- Explain and use the coordinate grid system of latitude and longitude to determine the absolute and relative locations of places in North Carolina.
- Identify the state capital and describe the various regions of North Carolina, including how their characteristics affect human activity, e.g., water, landforms, vegetation, climate.

Physical and cultural characteristics of regions within North Carolina

- Explain how regions are defined and identify regions within North Carolina and regions of which North Carolina is a part.
- Identify the other major regions of the United States.
- Compare the major physical and cultural characteristics of regions within North Carolina.
- Evaluate the importance of regional differences in North Carolina.
- Use maps, charts, and pictures to describe how communities in North Carolina vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- Describe how North Carolinians now use, modify, or adapt to their physical environment.
- Analyze the consequences of the misuse of the physical environment and propose alternatives.

Movement of people, goods, and ideas from place to place

- Trace the movement of people, goods, and ideas from one part of the state to another and between North Carolina and other places.
- Compare ways in which people, goods, and ideas moved in the past in North Carolina with their movement today.
- Compare the commerce of the Southeastern United States to another region of the country.
- Evaluate the importance of the movement of people, goods, and ideas for North Carolina.
- Trace the pattern of settlement of NC along geographical patterns.
- Evaluate the changes caused by people on physical features.
- Analyze the impact of geography on US settlements and their development.
- Locate the first Catholic communities in NC.

DIOCESAN STRAND E Economics

OBJECTIVES

How North Carolinians apply basic economic principles

- Explain unlimited wants and limited resources.
- Analyze economic decisions.
- Categorize the state's resources.
- Assess the use of North Carolina's natural resources.
- Describe the uses of money.
- Evaluate government services and taxes.
- Describe the ways North Carolina specializes in economic activity and describe the relationship between specialization and interdependence..
- Cite examples of interdependence in North Carolina's economy.
- Evaluate the significance of economic relationships with other states and nations.
- Identify major industry, specifically in the region your school is located, and research environmental, economic and population issues.
- Compare and contrast NC present economic system with the past and predict change.
- Define economic terms.

Role of a variety of careers.

- Identify natural resources and related occupations found in regions of the US and speculate why certain careers are more common in one region than in another.
- Identify and research 3 career opportunities in North Carolina of interest to the learner. List qualifications, responsibilities, and skills needed.
- Discuss the impact of Catholic social teachings on economic issues.
- Describe how business leaders and entrepreneurs have impacted NC history.
- Begin to understand the rights of workers.

DIOCESAN STRAND F Cultures, Customs and Diversity

OBJECTIVES

Role of ethnic groups in the development of North Carolina.

- Locate and describe American Indians in North Carolina.
- Trace the growth and development of immigration from Europe, Asia, and Latin America to North Carolina.
- Describe the similarities and differences, past and present, among people of North Carolina.
- Describe the influence of different ethnic groups in North Carolina.
- Recognize and respect the diversity found in cultural heritage and traditions in accordance with Catholic values.
- Analyze the diverse cultural and religious contributions to NC.

Impact of cultural groups on North Carolina.

- Explain holidays and cultural traditions celebrated in various North Carolina communities.
- Describe traditional art music and craft forms within the state.
- Describe, compare and evaluate the significance of regional cultural characteristics within North Carolina.
- Identify customs/ethnic heritage that influence values.

SKILLS APPLICATION

Kindergarten through Eighth Grade

*Skills should be applied as appropriate to the developmental stage of the student.
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

APPLICATION*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>