

## **Family-Friendly Guides to the SC Social Studies Standards for 4<sup>th</sup> Grade: United States and South Carolina Studies Part I**

---

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina’s children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http:// sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

---

### **How to Read this Document:**

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student’s Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

### **Summary of the course:**

Students study the history of the United States and South Carolina in grade four, beginning with the colonization of the United States and continuing through Reconstruction. South Carolina’s role is integrated into the study of the exploration of the United States. Students will explore how the United States and South Carolina cultivated common societies through the interaction among different groups of people, the colonization of North America, independence from Great Britain, founding principles, and the identity of a new nation. They will also investigate how cooperation and conflict among people brought about change, led to the expansion of boundaries and territories, a nation became divided in the Civil War, and how the nation and state dealt with the consequences of the Civil War which resulted in Reconstruction.

**Family Friendly Guide for 4<sup>th</sup> Grade Social Studies**  
**United States and South Carolina Studies Part I**

---

**Content Exploration**

<b>Standard</b>	<b>Summary</b>
<b>1: Colonization</b>	Students will explore how various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North America colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.
<b>2: A New Nation</b>	Students will discover how the colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.
<b>3: Expansion and Sectionalism</b>	Students will explore how the new century saw the U. S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans' way of life.
<b>4: A Divided Nation</b>	Students will explore how regional economic interests led to insurmountable political and social divisions during this time period. Sectionalism led the United States into a costly and devastating Civil War, which ultimately resulted in the preservation the United States of America.
<b>5: Rebuilding</b>	Students will explore how the United States faced multiple challenges in the planning and implementation of laws designed to reshape the nation following the Civil War. Economic, political, and social forces provided unique regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances achieved by post-Civil War legislation.

## Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

<b>Skills</b>	<b>4<sup>th</sup> Grade US and SC Studies Part I</b>	<b>5<sup>th</sup> Grade US and SC Studies Part II</b>	<b>8<sup>th</sup> Grade South Carolina and the US</b>	<b>United States History and the Constitution</b>
<b>Comparison</b>	<b>Identify</b> comparisons based on common or differing characteristics or contexts.	<b>Generate</b> comparisons based on common or differing characteristics or contexts.	Utilize <b>multiple</b> characteristics of historical developments to create a comparative analysis.	Utilize similarities and differences among <b>multiple</b> historical developments over culture, time, and place to create a comparative analysis.
<b>Causation</b>	<b>Identify</b> multiple causes and effects, to include distinguishing long-term and short-term causes and effects.	<b>Analyze multiple</b> causes and multiple effects, to include distinguishing long-term and short-term causes and effects.	<b>Identify and compare</b> significant turning points, including the related causes and effects that affect historical continuity and change.	<b>Evaluate</b> significant turning points, including related causes and effects that affect historical continuity and change.
<b>Periodization</b>	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Utilize significant <b>turning points to justify</b> the historical narrative of a time period.	Summarize, analyze, and <b>assess the methods</b> historians use categorize historical developments to create historical periodization.
<b>Contextualization</b>	<b>Make connections</b> between historical developments in	<b>Describe historical developments</b> using specific	Explain how <b>historical themes</b> are used to determine context	<b>Justify</b> how the relationship between <b>various</b> historical themes

	history using specific references to time, place, and broader contexts.	references to time, place, and broader contexts.	when analyzing significant events.	and <b>multiple</b> historical developments create a multi-faceted context when analyzing significant events.
<b>Continuities and Change</b>	Recognize patterns of historical continuities and changes in history.	Recognize patterns of historical continuities and changes, and <b>identify turning points</b> in history.	<b>Analyze</b> significant <b>turning points</b> and theme-based patterns of continuities and changes within a period of time.	<b>Evaluate</b> significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
<b>Evidence</b>	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

## Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from rote memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

<b>Theme Name</b>	<b>Theme Description</b>
<b>Development and Sustainment of a State and Nation</b>	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation's history.
<b>Economic, Settlement, and Territorial Expansions</b>	The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to capitalism.
<b>Interaction among People</b>	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division.
<b>Physical Geography and Natural Resources</b>	The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations.

## **Inquiry Focus**

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

### Possible Questions for Inquiry for your 4<sup>th</sup> Grade Student:

- How did the geography of the eastern coastal region impact the settlement patterns of early colonists?
- Based on evidence of geographic features, climate, and natural resources within each colonial region, which colonial group made the wisest location selection?
- What were the advantages and disadvantages for each group involved in the triangle trade route?
- How were the ethnic, political, and religious group that settled along the east coast alike and different?
- How were the lives of Native Americans disrupted by European colonization?
- How did the initial interactions between Europeans, enslaved Africans, and Native Americans lay the foundation for future race relations in the United States?
- Was colonial America a land of opportunity?
- How did the British policies of taxation and trade regulation contribute to the colonial desire for independence?
- How were major forms of taxation and trade policies viewed by both the British and the Colonists?
- What is a democratic republic? What is a constitutional democracy? How are they related?
- How did the discovery of new natural resources in the West impact the social, economic, and cultural landscape of the United States?
- Which natural resource discovered through westward expansion most greatly impact the daily lives of Americans?
- Were early abolition movements successful?
- How were various groups hurt by the expansion of the U.S. borders?
- Were the actions of Robert Smalls effective? Support with evidence.
- Was the Civil War inevitable?
- How did the north benefit from the labor of enslaved African Americans?
- How was peace possible after the Civil War?
- Are Constitutional Amendments effective?
- Use evidence to explain the effectiveness of the Freedmen's Bureau.
- Is sharecropping a good or bad system?
- What was the purpose of Reconstruction?
- When should Martial Law be imposed?
- Did Reconstruction fulfill the enforcement of emancipation?

**Additional Resources:**

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
  - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
  
- [South Carolina Social Studies Instructional Guides](#)
  - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
  
- [South Carolina ETV](#)
  - The site may also be found by visiting: <https://www.scetv.org/>
  
- [South Carolina Remote Learning](#)
  - These are websites that are identified by grade level and content range for your student.
  - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

**A publication of SC Department of Education (www.ed.sc.gov)  
SC Education Oversight Committee  
(www.eoc.sc.gov)**