

# Family Friendly

## GUIDE FOR FOURTH GRADE

### English Language Arts

In fourth grade, the primary focus is **reading comprehension**. Fourth graders look closely at how literary elements like conflict and setting impact characters and plot development. They identify implied themes and central ideas, which require students to draw conclusions based on inferences. They continue to recognize how informational texts are organized. By year-end, fourth graders should show independent proficiency.

Fourth graders read a variety of texts in print and multimedia, including fiction, literary nonfiction, poetry, and drama. They engage with various informational texts, focusing on how text features contribute to meaning.

In writing, fourth graders work on sequencing, logical reasoning, and organization. They transition from writing opinions to arguments, while continuing narrative and informational writing. Research skills are refined and include credible sources. Students write summaries, essays, and creative pieces. Cursive writing continues to be developed.

#### This document is designed to:



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting fourth grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

#### The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



## OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

### **In English 4, students should:**

- read and write independently, choosing texts that match their reasons for reading and writing.
- learn to ask questions about different types of texts, both printed and digital, and create presentations using multimedia tools.
- use information from texts to make inferences and engage in conversations about what they read.
- use tools like anchor charts and rubrics to help them meet expectations and develop their skills further.



## FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

### **In fourth grade, students should:**

- read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.

## APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

### **In fourth grade, students should:**

- explain and analyze how elements like setting and conflict influence character development and plot progression in stories.
- interpret figurative language to understand its impact on the meaning and experience of reading texts.
- identify and articulate themes in literary texts and central ideas in informational texts, supported by relevant details.
- compare narrative perspectives, evaluate an author's purpose, and recognize structural elements across different literary genres.
- employ various strategies to determine word meanings, analyze word relationships, and decode unfamiliar vocabulary in texts.

## RESEARCH

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

**In fourth grade, students should:**

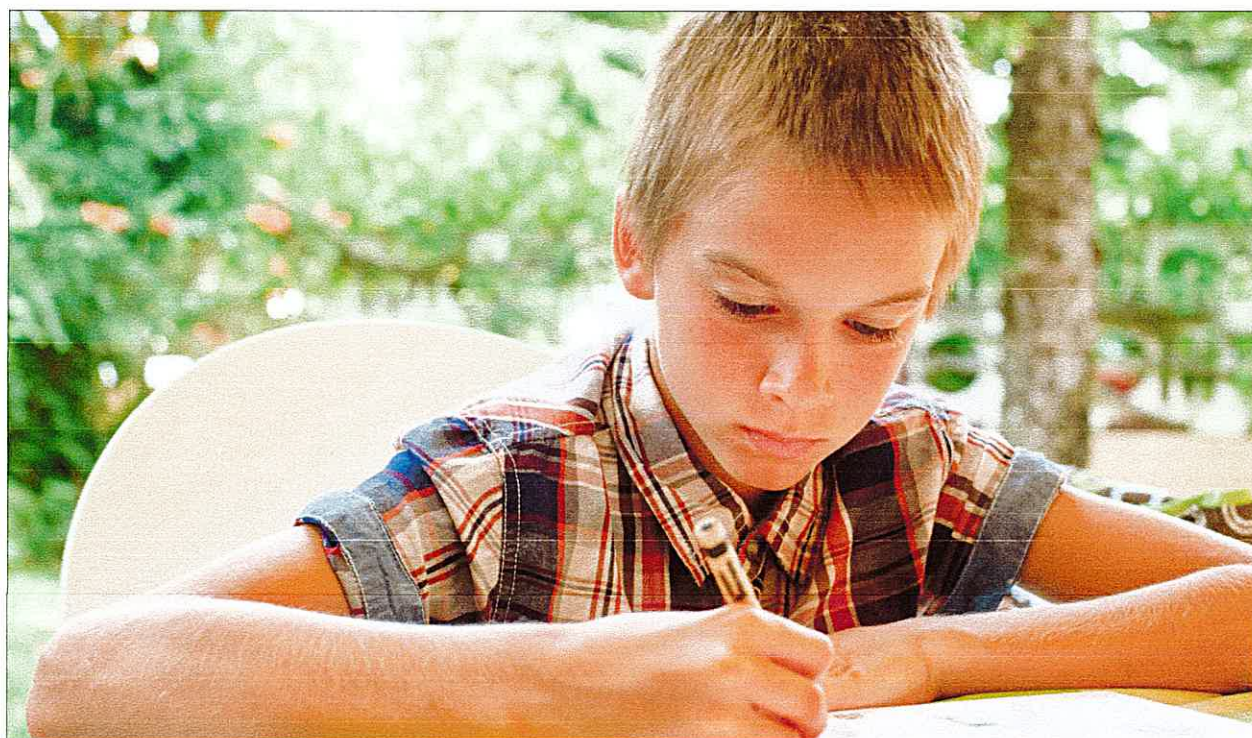
- generate questions about a topic of inquiry and use provided sources to conduct short research.
- evaluate the credibility of the provided sources to ensure the reliability of the information.
- identify relevant information from the sources that pertains to their research topic.
- group related findings together to organize their research findings effectively.
- practice citing their sources to give credit and avoid plagiarism when presenting their research.

## COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

**In fourth grade, students should:**

- write arguments clearly, supporting opinions with facts, organizing ideas logically, and wrapping up well.
- create informative/explanatory texts that introduce topics clearly, use relevant details, organize information logically, use precise language, include provided sources, and conclude effectively.
- tell stories with clear settings, characters, plots, descriptive language, and suitable endings.
- write correctly, using different kinds of sentences, capitalizing and punctuating properly, and improving by planning and editing.
- talk about topics clearly, use digital tools well, and participate actively in discussions by engaging, listening, asking questions, and considering others' ideas.



# HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

## Overarching Expectations:

- **Create a Cozy Reading Nook:** Make a comfortable and inviting space for reading. Fill it with books, good lighting, and comfy seating. Besides books, include magazines, comics, and online articles to keep reading diverse.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.
- **Read and Talk:** Read together and discuss texts by sharing ideas, making inferences, and asking questions. Encourage and support using quotes from the text and paraphrasing what was read. Create family book clubs with the use of texts and/or audiobooks. These activities build background knowledge and extend vocabulary.

## Foundations of Literacy

**Fluency:** It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.

## Applications of Reading:

- **Read Together:** Share reading time. You can read to them, or they can read to you. Elicit conversations by asking questions about the story plot and/or information from the text.
- **Build Vocabulary:** Discuss the meaning of unknown words in books while reading. Use context clues to determine the meaning. Try to use these new words in conversations.
- **Access a Variety of Texts:** Offer different types of reading materials - fiction, non-fiction, comics, magazines (print and digital). This broadens exposure to various writing styles.

## Research:

- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate.
- **Discuss Reliable Sources:** Emphasize the importance of using trustworthy sources, reliable websites, books, and other materials. Discuss the importance of avoiding plagiarism by using citations.
- **Share Research:** Once research is complete, share findings with others.

## Communications:

- **Use Written Communication:** Encourage journal writing to record day events, feelings, or any topic of interest. Use writing prompts to focus on the audience, purpose, and task. Write letters or emails to friends and family to provide opportunities to express opinions. During all forms of writing, encourage the use of the writing process (plan, draft, write, revise, edit, publish).
- **Practice Cursive Writing:** Routinely practice legible, cursive writing to build writing fluency.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.

## ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

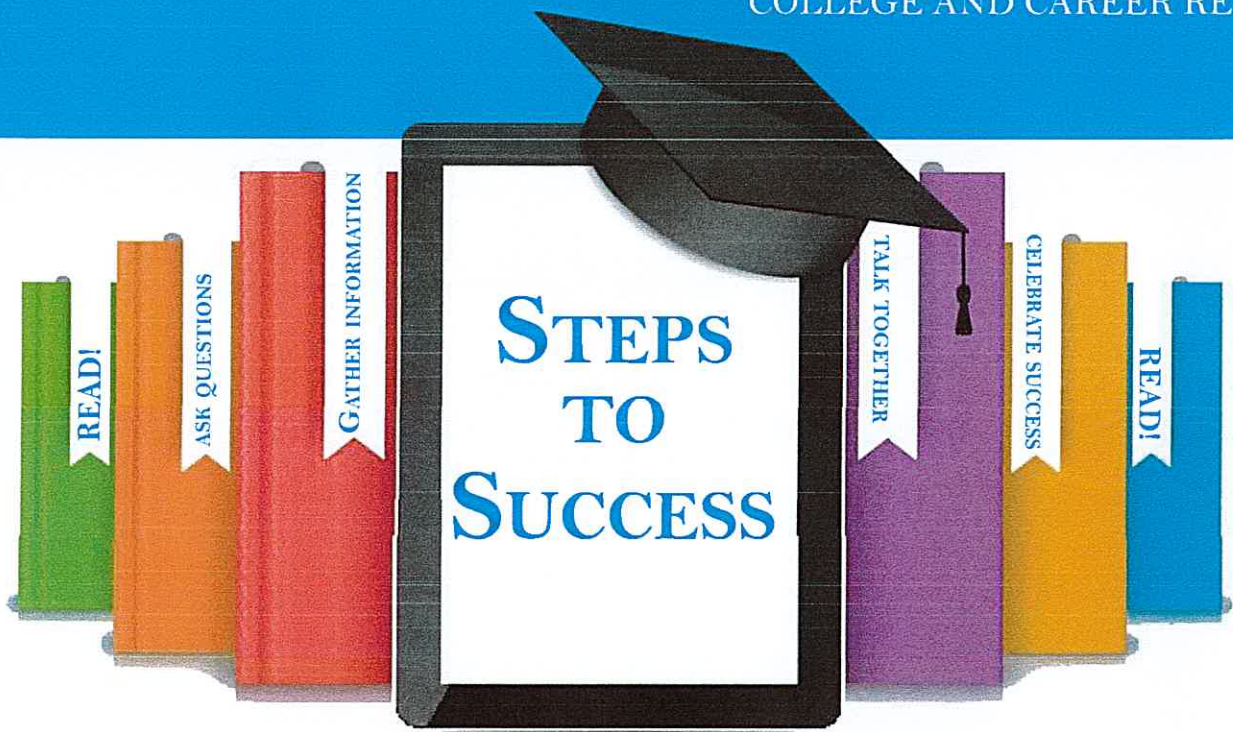
At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

## ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).

# SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



## Family-Friendly Guide for Fourth Grade Mathematics

Fourth-grade students begin to develop more advanced problem solving skills. Using this ability, the *South Carolina College- and Career-Ready Standards* have students use the four operations to solve problems with an emphasis on multiplying two-digits by two-digits and division of four-digits by one digit. Fourth graders expand their work with fractions and are introduced to decimals through hundredths. They learn more about Geometry, measurement, and data.

Remember, your child must show the steps, one at a time, needed to solve a math problem. This activity requires students to organize their work. It provides a “trail” for checking answers; shows exactly what was done; and allows for intervention exactly at the point where necessary. By showing their work, students are more accurate and avoid habits that could hinder their math progress.



## STEPS TO SUCCESS

*This document is designed to:*

- Provide examples of the standards, skills, and knowledge your child will learn in mathematics and should be able to do upon exiting fourth grade
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help



Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

## LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for Mathematics*:

- 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, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- 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 Col-*

*lege- and Career-Ready Standards* prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The Mathematics standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect. (See [http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf)) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and endorsed by the Superintendents’ Roundtable as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, and emphasizes critical thinking and problem solving, communication, and interpersonal skills.

## MATHEMATICS IN FOURTH GRADE

### NUMBER SENSE AND FRACTIONS

Fourth-grade students continue to gain skill in working with fractions and begin to understand the relationship between fractions and decimals. These **Steps to Success** include:

| Third Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Fourth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Fifth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Read and write numbers up to 100,000. Start with any number.</li> <li>• Multiply one-digit numbers by multiples of 10</li> <li>• Compare whole numbers using the symbols &gt; (greater than), = (equal to), or &lt; (less than)</li> <li>• Develop an understanding of what a fraction is</li> <li>• Compare the size of two fractions</li> <li>• Understand that whole numbers can be written as fractions (<math>4=4/1</math> and <math>1=4/4</math>)</li> </ul> | <ul style="list-style-type: none"> <li>• Read and write numbers up to 1,000,000</li> <li>• Use rounding in order to estimate</li> <li>• Compare fractions and use the symbols &gt; (greater than), = (equal to), &lt; (less than)</li> <li>• Add and subtract fractions with the same denominator (bottom number)</li> <li>• Solve real-world problems involving multiplication of a whole number by a fraction</li> <li>• Write a fraction with a denominator of 10 or 100 as a decimal (<math>45/100=.45</math>)</li> </ul> | <ul style="list-style-type: none"> <li>• Understand “place value” using decimals up to a thousandth</li> <li>• Add, subtract, multiply, and divide decimals to hundredths using models and drawings</li> <li>• Add and subtract fractions with unlike denominators (bottom number) to solve real-world problems</li> <li>• Extend knowledge of multiplying fractions to include multiplying fractions by fractions</li> <li>• Solve division problems using unit fractions (1 is the numerator) and whole numbers</li> </ul> |

## MATHEMATICS IN FOURTH GRADE

### THINKING AND OPERATIONS

Fourth-grade students move beyond simple multiplication and division questions to solving problems using multi-step operations. Applying math to examine and solve real-life problems is an important skill and the fourth grade focuses on this skill. These **Steps to Success** include:

| Third Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fourth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Fifth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"><li>• Use objects, drawings, and numbers to represent multiplication of two single-digit numbers</li><li>• Use objects, drawings, and numbers to represent division of whole numbers</li><li>• Determine the unknown number in a multiplication or division equation</li><li>• Demonstrate fluency with basic multiplication and division through 100</li><li>• Solve two-step, real-world problems using addition, subtraction, multiplication, and/or division</li><li>• Identify the pattern in a sequence of numbers (with 2, 4, 6, 8, the pattern adds 2 to the previous number)</li></ul> | <ul style="list-style-type: none"><li>• Translate multiplication equations into verbal statements (e.g. interpret <math>35=5\times 7</math> as 35 is 5 times as many as 7 and 7 times as many as 5)</li><li>• Solve multi-step, real-world problems using the four operations</li><li>• Break a number down into its factors (1, 2, and 3 are factors of 6 because <math>1\times 6=6</math>, <math>2\times 3=6</math>)</li><li>• Determine whether a number is a prime number (numbers divisible only by itself or 1) or a composite number (numbers divisible by more numbers than itself or 1)</li><li>• Examine a pattern/sequence of shapes or numbers and determine what should appear next</li></ul> | <ul style="list-style-type: none"><li>• Understand grouping of numbers using parentheses and brackets <math>4(3+2)=</math>__</li><li>• Translate the groupings into verbal statements (four groups of <math>3+2</math> equal ?)</li><li>• Understand and graph ordered pairs: (14,5) means fourteen units to the right on the horizontal axis and five units up on the vertical axis of a coordinate grid</li><li>• Investigate the relationship between two numerical patterns</li></ul> |

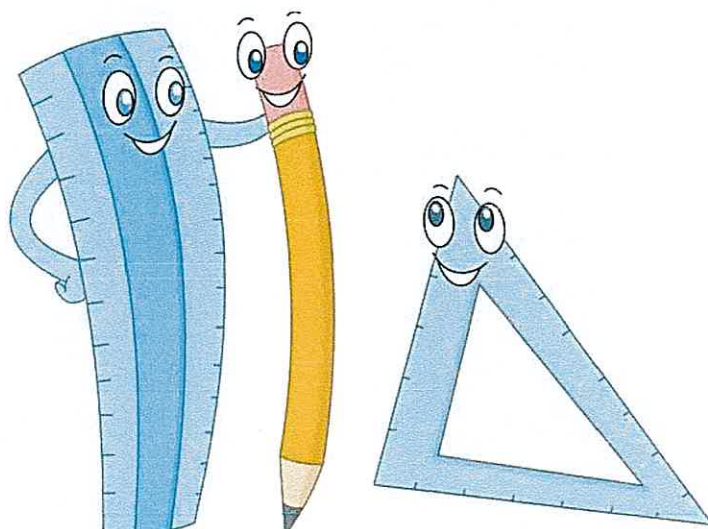


# MATHEMATICS IN FOURTH GRADE

## GEOMETRY

Fourth-grade students delve further into the concepts and skills of geometry. They work with line segments, angles, and rays. These **Steps to Success** include:

| Third Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Fourth Grade                                                                                                                                                                                                                                                                                                                                           | Fifth Grade                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Understand that shapes can share features and those features can be part of a larger category. Squares and rectangles are both four sided and they are part of the category "quadrilateral.")</li> <li>Partition (separate) two-dimensional shapes into 2, 3, 4, 6, 8 equal parts and understand that the equal parts do not have to have the same shape. Half of a circle and half of a rectangle are equal in size because they are halves even though the shape is different.</li> <li>Identify and draw angles: right (90 degrees), acute (less than 90 degrees), and obtuse (greater than 90 degrees)</li> <li>Identify a three-dimensional object like a pyramid from a two-dimensional object (flat pattern)</li> </ul> | <ul style="list-style-type: none"> <li>Identify points, line segments, rays, angles, and parallel lines in 2-dimensional shapes</li> <li>Classify quadrilaterals based on whether they have parallel or perpendicular lines</li> <li>Recognize symmetry in a 2-dimensional figure, identify symmetrical figures, and draw lines of symmetry</li> </ul> | <ul style="list-style-type: none"> <li>Understand ordered pairs and their relationship to the x and y axes of a coordinate grid like longitude and latitude lines on a map</li> <li>Plot and interpret points on a coordinate grid to illustrate a real-world situation</li> <li>Classify two-dimensional shapes into a hierarchy. All rectangles are parallelograms but not all parallelograms are rectangles.</li> </ul> |

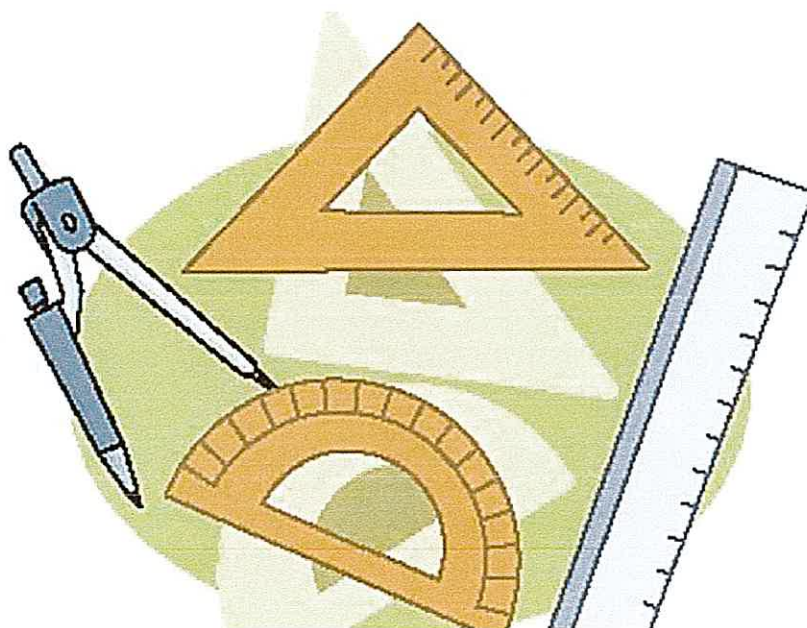


## MATHEMATICS IN FOURTH GRADE

### MEASUREMENT AND DATA ANALYSIS

Fourth-grade students solve more complicated problems that may require all of the four math operations: addition, subtraction, multiplication, and division. The problems build on their knowledge of measures and shapes. These **Steps to Success** include:

| Third Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fourth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Fifth Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"><li>• Tell and record time to the nearest minute and solve time problems within the hour using addition and subtraction</li><li>• Estimate and measure liquid volume (for example, pint, gallon, milliliter, liter)</li><li>• Create and read scaled bar graphs and line graphs to represent collected data</li><li>• Understand the difference between area and perimeter and how to measure each</li><li>• Solve real-world problems involving the perimeter and area of shapes with straight sides</li></ul> | <ul style="list-style-type: none"><li>• Convert measurement from a larger unit to a smaller unit (for example, feet into inches or meters into centimeters)</li><li>• Solve real-world problems using up to four operations involving length, time, mass, and money</li><li>• Create a line plot to present data and explain what it shows</li><li>• Use a protractor to draw and measure angles</li><li>• Find unknown angles using addition and subtraction</li></ul> | <ul style="list-style-type: none"><li>• Convert measurement into a larger or a smaller unit (for example, inches into feet or feet into inches, centimeters into meters, or meters into centimeters)</li><li>• Create a line with fraction units (such as <math>\frac{1}{8}</math> units.) Use the line units to solve problems.</li><li>• Understand how to measure volume using unit cubes</li><li>• Determine the difference between perimeter, area, and volume. Know which is appropriate for a given situation.</li></ul> |



## LEARNING AT HOME

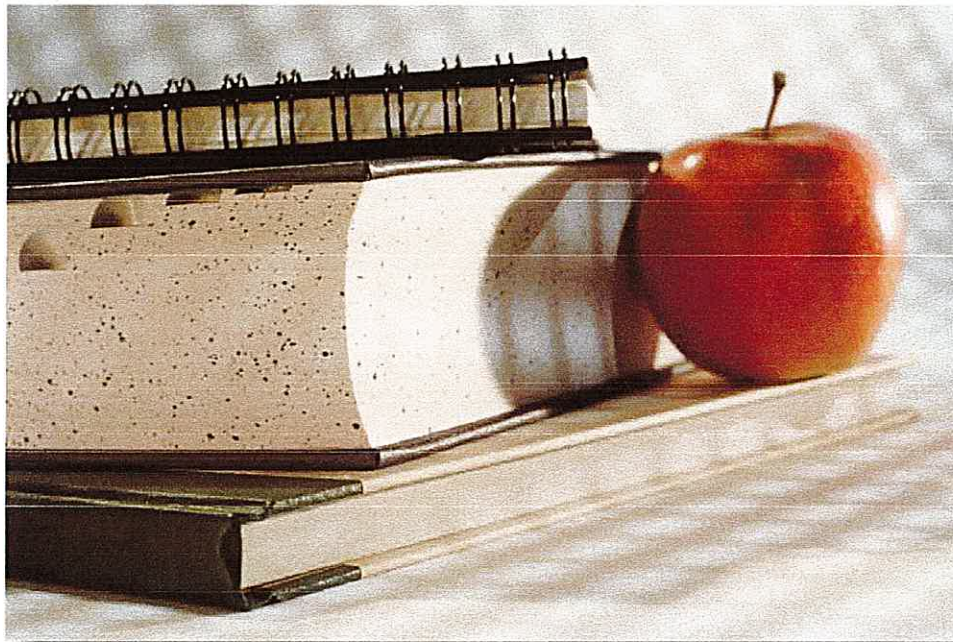
Work with your child at home to help him succeed in fourth-grade math. Be informed about what she is working on and know whether she needs help with specific skills. Your positive attitude makes all the difference to him. Here are some suggestions for things to do at home to help your child learn:

- Have your child determine how long she must save her allowance for a particular game or movie.
- Play board games involving cards (*Yahtzee*) or dice (*Aggregation*). *Monopoly*, anyone? Such games help with addition, subtraction, multiplication, and division.
- Walk around your house looking for angles. Identify which angles are right angles.
- Have your child measure the distance from the door to his room to the kitchen in inches, feet, and yards. How far is it from the kitchen to the street? What is the distance from the front door to the back door?



## ADDITIONAL INFORMATION

- For math games and activities, see [www.gameclassroom.com](http://www.gameclassroom.com).
- *Scholastic* provides “parent refreshers” of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- There are plenty of math games and worksheets available on [http://www.softschools.com/grades/4th\\_grade/math/](http://www.softschools.com/grades/4th_grade/math/).
- Other sites with math games to sharpen fourth-grade skills include <http://www.abcya.com/>, which also has mobile apps of its games. See also <http://www.softschools.com/> or <http://www.onlinemathlearning.com/grade-4.html>.
- *The Khan Academy* offers tutorials on all aspects of fourth-grade math at <https://www.khanacademy.org/math/cc-fourth-grade-math>.



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([www.ed.sc.gov](http://www.ed.sc.gov))

SC Education Oversight Committee  
([www.eoc.sc.gov](http://www.eoc.sc.gov))



# GRADE 4 SCIENCE

## Key Features

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### Focus Areas

- The relationship of speed and energy in the motion of an object,
- energy can be converted from one form to another.
- patterns of waves,
- plants and animals have internal and external structures with specific functions,
- animals use their senses to respond to information,
- patterns in rock formations and fossils,
- weathering and erosion,
- seasonal weather patterns,
- climate,
- natural resources, and
- reduction of human impacts of Earth's natural processes.

### By the end of Grade 4, students can

- Use evidence to construct an explanation.
- Make observations and measurements, ask questions, predict outcomes.
- Design, test, and refine a solution to a problem.
- Explain that the faster a given object is moving, the more energy it possesses.
- Provide evidence that energy is present whenever there are moving objects, sound, light, or heat.
- Predict that when objects collide their motion can change.
- Show how motion energy can be converted to electric energy, and stored energy (batteries) can cause motion or produce light or sound
- Model how waves form patterns and can cause objects to move.
- Describe that light reflecting from objects and entering the eye allows objects to be seen.
- Explain how digitized information can be transmitted over long distances. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.

- Construct an argument that plants and animals have internal and external structures that function together in a system to support survival, growth, behavior, and reproduction.
- Describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- Gather evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Interpret data from maps to describe patterns of Earth's features.
- Describe how all materials, energy, and fuels that humans use come from natural sources, and their use affects the environment in multiple ways.
- Identify that some resources are renewable over time, and others are not.
- Identify a variety of hazards that result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions).
- Explain how humans cannot eliminate the hazards but can take steps to reduce their impacts.
- Compare solutions to decrease the known risks natural hazards pose for humans.

## Home to School Connections

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### Questions you can ask your learner could include:

- Why is it harder to see objects at night compared to in the daylight?
- What happens when two objects run into each other?
- How can we protect our house from flooding?
- Where does the energy for a car's motor come from?

### Questions you can ask your learner's teacher could include:

- What are some classroom activities that you are using to show that energy can change from one form to another?
- Where are there local examples of weathering that I can show my learner?

## Activities and learning you can do outside of the classroom to support your learner could include:

- Roll an object with wheels or a ball down different ramps to see how the speed changes.
- Observe objects around your house that require energy: electricity flowing into a light bulb; metal spoons making sound; warm and cold water.
- Line up two round objects, such as sports balls or marbles. Observe what happens when the first object is rolled into the second one.
- Look for solar panels or electric car charging stations in your community and discuss how energy is changed from one form into another.
- Use rubber bands, wire, or yarn to illustrate the movement of waves.
- Shine a flashlight on objects in the dark. Identify colors that can be seen and types of surfaces that are reflective.
- Investigate together how QR codes, barcodes, and Morse code are used to send information.
- Explore plants and animals that live in South Carolina and describe how their structures help them grow and survive in their habitats. Examples of structures could include thorns, leaves, roots, heart, lungs, or skin.
- Picking produce is a great example of how humans use their senses to pick out foods that taste good. Red strawberries are sweet while green strawberries are bitter.
- Create or find an item with layers and identify the oldest and youngest layers. Cakes, bed sheets, sandwiches are a few examples.
- Observe the movement of materials after a rainstorm.
- Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, or earthquakes.
- Have the learner count the number and types of batteries in household objects. Research the natural resources used to make batteries and discuss where batteries go once their energy is used up.
- Identify a local natural hazard (earthquake, flood, hurricane, tornado or coastal erosion) that has impacted

or could impact your family. Discuss a solution that would protect items of value.

## Books

- Baby Professor. *Where Do Small Rocks Come From?*
- Johnson, Rebecca L. *When Lunch Fights back*
- Nelson, Maria. *Weathering and Erosion (That Rocks!)*
- Rice, Barry. *Monster Plants: Meat Eaters, Real Stinkers, and Other Leafy Oddities*

## Resources

- American Museum of Natural History: Ology (<https://www.amnh.org/explore/ology>)
- Britannica Kids (<https://kids.britannica.com/>)
- CK-12 Foundation: (<https://www.ck12.org/student/>)
- Discus Kids (<https://www.scdiscus.org/discus-kids>)
- Edventure Children's Museum (<https://edventure.org/>)
- Exploratorium (<https://www.exploratorium.edu/>)
- Khan Academy Kids (<https://learn.khanacademy.org/khan-academy-kids/>)
- NASA Kid's Club (<https://www.nasa.gov/learning-resources/nasa-kids-club/>)
- PBS Kids Science (<https://pbskids.org/games/science>)
- South Carolina State Museum (<https://scmuseum.org/>)

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

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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.

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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.

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### **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**

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**Content Exploration**

| Standard                             | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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</b> multiple 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](#)
  - o 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](#)
  - o 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](#)
  - o The site may also be found by visiting: <https://www.scetv.org/>
  
- [South Carolina Remote Learning](#)
  - o These are websites that are identified by grade level and content range for your student.
  - o The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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