



ADW GRADE 4 SOCIAL STUDIES STANDARDS & INSTRUCTION GUIDE **2021**

Maryland Studies: Students in Grade 4 study Maryland and the District of Columbia and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the state's/district's growth and development and principles and practices of citizenship and government.



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History (H)	Standard	Core Concepts	Terms and Historic References
SS.4.H.1	Identify and compare the major early cultures, including Indian groups, which existed in the region prior to and at the time of early European exploration and settlement.	<ul style="list-style-type: none">Identify the development of indigenous societies from the Pale-Indians to the Woodland IndiansDescribe Native American societies indigenous to Maryland after European contact	<ul style="list-style-type: none">
SS.4.H.2	Identify key events in American history that shaped or were shaped by Maryland.	<ul style="list-style-type: none">Explain the importance of the Revolutionary War and other key events and people that influenced Maryland's development.	<ul style="list-style-type: none">The Great Depression, World War II, African American migration from the South, post-war baby boom, civil rights movements, and the Vietnam War
SS.4.H.3	Describe how the colony of Maryland was established and governed.	<ul style="list-style-type: none">The establishment of rule of law and power with authority, such as proprietorships, royal governor, and early general assembly.Explain key events that led to the colonization of Maryland.	<ul style="list-style-type: none">Catholic Colonytimelines, before and after statehood
SS.4.H.4	Explain the key events that led to the selection of the District of Columbia as the nation's capital.	<ul style="list-style-type: none">	<ul style="list-style-type: none">
SS.4.H.5	Summarize the participation of Maryland and District of Columbia citizens in the Civil War.	<ul style="list-style-type: none">Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.	<ul style="list-style-type: none">
SS.4.H.6	Describe the participation of this	<ul style="list-style-type: none">Identify important events and movements that changed	<ul style="list-style-type: none">



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	region's citizens in World War I and the changes the war brought to the area.	life in Maryland and the District of Columbia in the twentieth century.	
SS.4.H.7	Research this region's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.	<ul style="list-style-type: none">• Describe how changes in technology, such as refrigeration, impacted the lives of consumers• Describe how entrepreneurship inspired technological changes and affected business productivity	<ul style="list-style-type: none">•
SS.4.H.8	Organize and interpret timelines that show relationships among people, events, and movements in the history of Maryland and the District of Columbia.	<ul style="list-style-type: none">• Identify and cite primary and secondary sources to research the history of Maryland	<ul style="list-style-type: none">•
SS.4.H.9	Distinguish fact from opinion and fact from fiction in historical documents and other information resources.	<ul style="list-style-type: none">• Identify different opinions on local and state events and issues from documents, cartoons, television, and other media.	<ul style="list-style-type: none">•
SS.4.H.10	Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	<ul style="list-style-type: none">• Generate questions, seek answers, and write brief comments about an event in Maryland and District of Columbia history.	<ul style="list-style-type: none">• Primary Source• Secondary Source



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Civics and Government (CG)	Standard	Core Concepts	Terms and Historic References
SS.4.CG.1	Explain the major purposes of state constitutions and the code of the District of Columbia.	<ul style="list-style-type: none">• Describe major rights, such as freedom of speech and freedom of religion that people receive as citizens.	
SS.4.CG.2	Investigate the meaning of state symbols, songs, and holidays.	<ul style="list-style-type: none">• Describe the meaning behind the state flag of Maryland and the flag of the District of Columbia.	
SS.4.CG.3	Identify and explain the major responsibilities of the legislative, executive, and judicial branches of local, state government and national government.	<ul style="list-style-type: none">•	
SS.4.CG.4	Identify major state/district offices, political figures, the duties and powers associated with them, and how they are selected.	<ul style="list-style-type: none">•	
SS.4.CG.5	Justify the importance of roles that leaders and citizens serve in Maryland government.	<ul style="list-style-type: none">• Give examples of how citizens can participate and influence local and state government and explain the right and responsibility of voting.• Identify and engage in opportunities to serve the state.	<ul style="list-style-type: none">• Governor, state senators,• Volunteerism, service learning, participation in state clubs and organizations



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SS.4.CG.6	Identify and model rights and responsibilities of citizens at the state level.	<ul style="list-style-type: none">• Define and provide examples of civic virtues in a democracy.• Include Catholicism/Catholic Virtues	<ul style="list-style-type: none">• Individual responsibility• Respect for the rights and dignity of all individuals• Honest, fairness• Respect for the law• Courage, compassion,• Patriotism• Commitment to the common good• Voting• Civic Virtues
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Geography (G)	Standard	Core Concepts	Terms and Historic References
SS.4.G.1	Explain the importance of using a common set of symbols and methods when making maps.	<ul style="list-style-type: none">• Use latitude and longitude to locate places in this region and other parts of the world.• Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.	<ul style="list-style-type: none">• Latitude• Longitude• Cardinal directions• Relative distance• Intermediate directions
SS.4.G.2	Explain the essential facts of Earth/sun relationships and be able to relate these to the climate of the Maryland/DC region.	<ul style="list-style-type: none">• Earth/sun relationships: the rotation and tilt of Earth on its axis and the revolution of Earth around the sun influence climate variation on Earth; this region has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received.	<ul style="list-style-type: none">•
SS.4.G.3	Locate Maryland on a map of the United States; indicate the state capital, major cities, counties, bodies of water, and rivers; and be able to place these on a blank map of the state.	<ul style="list-style-type: none">• Explain that Maryland is one of 50 states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.	<ul style="list-style-type: none">•
SS.4.G.4	Identify and locate major monuments and historical sites in and around Washington, DC.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Washington Monument• The White House• Ford's Theatre• Thomas Jefferson Memorial• National Cathedral



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			<ul style="list-style-type: none">• Basilica of the National Shrine
SS.4.G.5	Recognize the importance of the Chesapeake Bay in the founding and development of this region.	<ul style="list-style-type: none">• Water features influence the development by providing a safe harbor and was a source of food and transportation.	<ul style="list-style-type: none">•
SS.4.G.6	Describe Earth's atmosphere, lithosphere, hydrosphere, and biosphere and explain how these systems affect life in this region.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Atmosphere• Lithosphere• Hydrosphere• Biosphere
SS.4.G.7	Construct and interpret a variety of maps using map elements.	<ul style="list-style-type: none">• Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain•	<ul style="list-style-type: none">•
SS.4.G.8	Read and interpret thematic maps — such as transportation, population, and products — to acquire information about the Maryland/DC region.	<ul style="list-style-type: none">• Trace the routes and methods of travel used by settlers of this region	<ul style="list-style-type: none">•



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Economics (E)	Standard	Core Concepts	Terms and Historic References
SS.4.E.1	Give examples of the kinds of goods and services produced in the local region in different historical periods.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Goods• Services
SS.4.E.2	Describe specialized jobs and industry within the region.	<ul style="list-style-type: none">• Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore• Describe how specialization results in the interdependence of people	<ul style="list-style-type: none">• Watermen: Crabbing, Oystering, Fishing• Agriculture
SS.4.E.3	Explain how technological changes have affected production and consumption in Maryland.	<ul style="list-style-type: none">• Define productivity and provide examples of how productivity has changed in this local region.	<ul style="list-style-type: none">• Productivity
SS.4.E.4	Explain why both parties benefit from voluntary trade and give examples of how people have engaged in trade in different time periods.	<ul style="list-style-type: none">• Give examples of this region's role in world trade.	<ul style="list-style-type: none">• Trade
SS.4.E.5	Explain that prices change as a result of changes in supply and demand for specific products.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Supply• Demand
SS.4.E.6	Explain the purpose of taxes.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Tax



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SS.4.E.7	Define profit and describe how profit is an incentive for entrepreneurs.	<ul style="list-style-type: none">Identify entrepreneurs who have influenced the local community throughout history to present day.	<ul style="list-style-type: none">EntrepreneurProfitKevin Plank, Under Armor
SS.4.E.8	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.	<ul style="list-style-type: none">	



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Individuals, Society, and Culture (ISC)	Standard	Core Concepts	Terms and Historic References
SS.4.ISC.1	Identify the different types of social groups to which people belong and the functions these groups perform.	<ul style="list-style-type: none">• Define the term cultural group and give examples of the challenges faced by diverse cultural groups in this region's history.• When people belong to a group they usually interact with each other frequently and follow the rules of the group.• Social groups may have social, religious, recreational, cultural, educational, service, civic, political, or other functions.	<ul style="list-style-type: none">• Culture group• Social group
SS.4.ISC.2	Describe the role of regional athletes and artists in American visual arts, literature, music, dance, and theatre throughout early and modern cultures.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Francis Scott Key• Babe Ruth• Duke Ellington• Pierre Charles L'Enfant• Benjamin Banneker
SS.4.ISC.3	Give examples of the impacts of science and technology on the migration and settlement patterns of various groups.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Technology
SS.4.ISC.4	Investigate the contributions and challenges experienced by people from various cultural, racial, and	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Harriet Tubman• Frederick Douglass• King James I



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	religious groups in this region during different historical periods by reading biographies, historical accounts, stories, and electronic databases.		<ul style="list-style-type: none">• Lord Calvert• Lord Baltimore
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