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.
<table>
<thead>
<tr>
<th>History (H)</th>
<th>Standard</th>
<th>Core Concepts</th>
<th>Terms and Historic References</th>
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</thead>
<tbody>
<tr>
<td>SS.4.H.1</td>
<td>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.</td>
<td>• Identify the development of indigenous societies from the Pale-Indians to the Woodland Indians • Describe Native American societies indigenous to Maryland after European contact</td>
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<tr>
<td>SS.4.H.2</td>
<td>Identify key events in American history that shaped or were shaped by Maryland.</td>
<td>• Explain the importance of the Revolutionary War and other key events and people that influenced Maryland’s development.</td>
<td>• The Great Depression, World War II, African American migration from the South, post-war baby boom, civil rights movements, and the Vietnam War</td>
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<tr>
<td>SS.4.H.3</td>
<td>Describe how the colony of Maryland was established and governed.</td>
<td>• 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.</td>
<td>• Catholic Colony • timelines, before and after statehood</td>
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<tr>
<td>SS.4.H.4</td>
<td>Explain the key events that led to the selection of the District of Columbia as the nation’s capital.</td>
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<tr>
<td>SS.4.H.5</td>
<td>Summarize the participation of Maryland and District of Columbia citizens in the Civil War.</td>
<td>• Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.</td>
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<tr>
<td>SS.4.H.6</td>
<td>Describe the participation of this</td>
<td>• Identify important events and movements that changed</td>
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<tr>
<td>Standard</td>
<td>Description</td>
<td>Requirements</td>
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| 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. | • Describe how changes in technology, such as refrigeration, impacted the lives of consumers  
• Describe how entrepreneurship inspired technological changes and affected business productivity |
| 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. | • Identify and cite primary and secondary sources to research the history of Maryland |
| SS.4.H.9 | Distinguish fact from opinion and fact from fiction in historical documents and other information resources. | • Identify different opinions on local and state events and issues from documents, cartoons, television, and other media. |
| SS.4.H.10 | Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. | • Generate questions, seek answers, and write brief comments about an event in Maryland and District of Columbia history.  
• Primary Source  
• Secondary Source |
<table>
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<tr>
<th>Civics and Government (CG)</th>
<th>Standard</th>
<th>Core Concepts</th>
<th>Terms and Historic References</th>
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<tbody>
<tr>
<td>SS.4.CG.1</td>
<td>Explain the major purposes of state constitutions and the code of the District of Columbia.</td>
<td>• Describe major rights, such as freedom of speech and freedom of religion that people receive as citizens.</td>
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<td>SS.4.CG.2</td>
<td>Investigate the meaning of state symbols, songs, and holidays.</td>
<td>• Describe the meaning behind the state flag of Maryland and the flag of the District of Columbia.</td>
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<tr>
<td>SS.4.CG.3</td>
<td>Identify and explain the major responsibilities of the legislative, executive, and judicial branches of local, state government and national government.</td>
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<tr>
<td>SS.4.CG.4</td>
<td>Identify major state/district offices, political figures, the duties and powers associated with them, and how they are selected.</td>
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<tr>
<td>SS.4.CG.5</td>
<td>Justify the importance of roles that leaders and citizens serve in Maryland government.</td>
<td>• 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.</td>
<td>• Governor, state senators, • Volunteerism, service learning, participation in state clubs and organizations</td>
</tr>
</tbody>
</table>
| SS.4.CG.6 | Identify and model rights and responsibilities of citizens at the state level. | • Define and provide examples of civic virtues in a democracy.  
• Include Catholicism/Catholic Virtues | • 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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<tr>
<th>Geography (G)</th>
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| SS.4.G.1     | Explain the importance of using a common set of symbols and methods when making maps. | • 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. | • 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. | • 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. | • |
| 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. | • 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. | • |
| SS.4.G.4     | Identify and locate major monuments and historical sites in and around Washington, DC. | • Washington Monument  
• The White House  
• Ford’s Theatre  
• Thomas Jefferson Memorial  
• National Cathedral | • |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Examples</th>
</tr>
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<td>SS.4.G.5</td>
<td>Recognize the importance of the Chesapeake Bay in the founding and development of this region.</td>
<td>• Water features influence the development by providing a safe harbor and was a source of food and transportation.</td>
</tr>
</tbody>
</table>
| SS.4.G.6       | Describe Earth’s atmosphere, lithosphere, hydrosphere, and biosphere and explain how these systems affect life in this region. | • Atmosphere  
• Lithosphere  
• Hydrosphere  
• Biosphere |
<p>| SS.4.G.7       | Construct and interpret a variety of maps using map elements.                | • Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain |
| SS.4.G.8       | Read and interpret thematic maps — such as transportation, population, and products — to acquire information about the Maryland/DC region. | • Trace the routes and methods of travel used by settlers of this region |</p>
<table>
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<tr>
<th>Economics (E)</th>
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</table>
| SS.4.E.1     | Give examples of the kinds of goods and services produced in the local region in different historical periods. | • | • Goods  
• Services |
| SS.4.E.2     | Describe specialized jobs and industry within the region. | • 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 | • Watermen: Crabbing, Oystering, Fishing  
• Agriculture |
| SS.4.E.3     | Explain how technological changes have affected production and consumption in Maryland. | • Define productivity and provide examples of how productivity has changed in this local region. | • 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. | • Give examples of this region’s role in world trade. | • Trade |
| SS.4.E.5     | Explain that prices change as a result of changes in supply and demand for specific products. | • | • Supply  
• Demand |
| SS.4.E.6     | Explain the purpose of taxes. | • | • Tax |
| SS.4.E.7   | Define profit and describe how profit is an incentive for entrepreneurs. | • Identify entrepreneurs who have influenced the local community throughout history to present day. | • Entrepreneur  
|           |                                                                         | • Profit  
|           |                                                                         | • Kevin 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. | • | • |
### Individuals, Society, and Culture (ISC)

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<th>Standard</th>
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</table>
| SS.4.ISC.1 | Identify the different types of social groups to which people belong and the functions these groups perform. | - 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. | - 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. | - 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. | - Technology |
| SS.4.ISC.4 | Investigate the contributions and challenges experienced by people from various cultural, racial, and | - Harriet Tubman  
- Frederick Douglass  
- King James I |
| Religious groups in this region during different historical periods by reading biographies, historical accounts, stories, and electronic databases. | • Lord Calvert  
• Lord Baltimore |