



Archdiocese of Washington Catholic Schools

Academic Standards

Social Studies



4th GRADE

Maryland and the District of Columbia in the Nation and the World

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.

The Archdiocese of Washington's academic standards for social studies are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Maryland as a state and the District of Columbia as the nation's capital.

Standard 2 — Civics and Government

Students will describe the components and characteristics of Maryland's and the District of Columbia's forms of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Standard 3 — Geography

Students will explain how Earth/sun relationships influence the climate of the local region; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Maryland and the District of Columbia; give examples of how the interaction of people with their environment has changed over time and continues to change; and identify regions of Maryland and the District of Columbia.

Standard 4 — Economics

Students will study and compare the characteristics of Maryland and the District of Columbia's changing economy in the past and present.

Standard 5 — Individuals, Society, and Culture

Students will examine the interaction between individual and group behavior in state/district and community life; analyze the roles and relationships of diverse groups of people contributing to this regions cultural heritage; and describe the impacts of science, technology, and the arts on Maryland's and the District of Columbia's culture.



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Standard 1- History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Maryland as a state and the District of Columbia as the nation's capital.

Historical Knowledge

- 4.1.1 Identify and compare the major early cultures that existed in the region prior to contact with Europeans.
- 4.1.2 Identify and describe historic Indian groups that lived in the region at the time of early European exploration and settlement.
- 4.1.3 Explains key events that led to the colonization of Maryland.
- 4.1.4 Explain the importance of the Revolutionary War and other key events and people that influenced Maryland's development.
- 4.1.5 Explain how key individuals and events influenced the early growth of the new state of Maryland.
- 4.1.6 Explain the key events that led to the selection of the District of Columbia as the nation's capital.
- 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
- 4.1.8 Summarize the participation of Maryland and District of Columbia citizens in the Civil War.
- 4.1.9 Give examples of the region's increasing agricultural, industrial, and business development in the nineteenth century.
- 4.1.10 Describe the participation of this region's citizens in World War I and the changes the war brought to the area.
- 4.1.11 Identify important events and movements that changed life in Maryland and the District of Columbia in the twentieth century.
Example: The Great Depression, World War II, African American migration from the South, post-war baby boom, civil rights movements, and the Vietnam War.
- 4.1.12 Research this region's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

Chronological Thinking, Comprehension, Analysis, and Interpretation

- 4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Maryland and the District of Columbia.
- 4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*.
Example: Identify different opinions on local and state events and issues from documents, cartoons, television, and other media.



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- * information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Research Capabilities

4.1.15 Using primary source* and secondary source* materials, generate questions, seek answers, and write brief comments about an event in Maryland and District of Columbia history.

- * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)
- * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

Standard 2 - Civics and Government

Students will describe the components and characteristics of Maryland's and the District of Columbia's forms of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

- 4.2.1 Explain the major purposes of state constitutions and the code of the District of Columbia.
- 4.2.2 Describe major rights, such as freedom of speech and freedom of religion that people receive as citizens.
- 4.2.3 Explain why it is necessary for communities to have government.
- 4.2.4 Describe the meaning behind the state flag of Mary and the flag of the District of Columbia.

Functions of Government

- 4.2.5 Identify and explain the major responsibilities of the legislative, executive, and judicial branches of local, state government and national government.
- 4.2.6 Identify major state/district offices, political figures, the duties and powers associated with them, and how they are selected.

Relationship of the United States and Other Nations

- 4.2.7 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.
- 4.2.8 Explain the unique nature of D.C. as the nation's capital

Roles of Citizens



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- 4.2.9 Give examples of how citizens can participate and influence local and state government and explain the right and responsibility of voting.
- 4.2.10 Define and provide examples of civic virtues* in a democracy.
Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, reasoned patriotism, fairness, and commitment to the common good.
- 4.2.11 Use a variety of information resources* to research and write brief comments about a position or course of action on a public issue relating to the region's past or present.

- * civic virtues: qualities that contribute to the healthy functioning of a democracy
- * information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Standard 3 - Geography

Students will explain how Earth/sun relationships influence the climate of the Maryland/District of Columbia region, identify the components of Earth's physical systems, describe the major physical and cultural characteristics of this region, give examples of how the interaction of people with their environment has changed over time and continues to change, and identify regions of the state of Maryland and the District of Columbia.

The World in Spatial Terms

- 4.3.1 Use latitude* and longitude* to locate places in this region and other parts of the world.
- 4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.
- 4.3.3 Explain the essential facts of Earth/sun relationships* and be able to relate these to the climate of the Maryland/DC region.
- * latitude: imaginary lines that circle the globe from east to west; the equator is the line of latitude that divides the globe into two equal hemispheres
 - * longitude: imaginary lines that circle the globe from north to south and pass through the poles
 - * cardinal directions: north, south, east, west
 - * intermediate directions: northeast, southeast, northwest, southwest
 - * 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

Places and Regions



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- 4.3.4 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.
- 4.3.5 Map the physical regions of Maryland and identify major natural resources and crop regions.
- 4.3.6 Identify and locate major physical features and natural characteristics of the District of Columbia.
- 4.3.7 Identify and locate major monuments and historical sites in and around Washington, DC.
- 4.3.8 Compare contemporary maps of the region to maps of this area at the end of the 18th and 19th centuries.
- 4.3.9 Recognizes the importance of the Chesapeake Bay in the founding and development of this region.

Physical Systems

- 4.3.10 Explain how geographical landforms of the region have changed over time.
- 4.3.11 Describe Earth's atmosphere*, lithosphere*, hydrosphere*, and biosphere* and explain how these systems affect life in this region.

- * atmosphere: the gases that surround Earth, including the air we breathe
- * lithosphere: the soil and rock that form Earth's surface
- * hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)
- * biosphere: all plants and animals

Human Systems

- 4.3.12 Create a map tracing the routes and methods of travel used by settlers of this region and identify ways in which settlers have changed the landscape over the past two hundred years.

Environment and Society, Uses of Geography

- 4.3.13 Create maps of this region at different times in history showing regions and major physical and cultural features; give examples of how people in Maryland and the District of Columbia have modified their environment over time.
- 4.3.14 Read and interpret thematic maps — such as transportation, population, and products — to acquire information about the Maryland/DC region in the present and the past.

Standard 4 - Economics

Students will study and compare the characteristics of Maryland's/District of Columbia's changing economy in the past and present.

- 4.4.1 Give examples of the kinds of goods* and services* produced in the local region in different historical periods.
- 4.4.2 Describe specialized jobs and industry within the region.



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- 4.4.3 Define productivity* and provide examples of how productivity has changed in this local region during the past 100 years.
Example: Improved farm equipment has helped farms to produce more. Computers have helped businesses to produce more.
- 4.4.4 Explain why both parties benefit from voluntary trade* and give examples of how people have engaged in trade in different time periods.
- 4.4.5 Explain that prices change as a result of changes in supply* and demand* for specific products.
- 4.4.6 Give examples of this region's role in world trade.
Example: Identify products made or harvested by companies in this area that are exported and foreign-owned companies that are manufacturing products in the area.
- 4.4.7 List the functions of money* and compare and contrast things that have been used as money in the past.
- 4.4.8 Explain the purpose of taxes.
- 4.4.9 Identify entrepreneurs* who have influenced the local community throughout history to present day.
- 4.4.10 Define profit* and describe how profit is an incentive for entrepreneurs.
- 4.4.11 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.12 Explain how money helps people to save and develop a savings plan in order to make a future purchase.

- * goods: tangible objects, such as food or toys, that can satisfy people's wants
- * services: actions that someone does for someone else, such as dental care or trash removal
- * productivity: the amount of goods and services produced in a period of time divided by the productive resources used
- * trade: the voluntary exchange of goods or services
- * supply: what producers are willing and able to sell at various prices
- * demand: what consumers are willing and able to buy at various prices
- * functions of money: helps people trade, measures the value of items, facilitates saving
- * entrepreneur: a person who takes a risk to start a business
- * profit: revenues from selling a good or service minus the costs of producing the good or service

Standard 5 - Individuals, Society, and Culture

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing cultural heritage; and describe the impacts of science, technology, and the arts on culture.

- 4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.
Example: When people belong to a group they usually interact with each other frequently and follow the rules of the group.
- 4.5.2 Identify the different types of social groups to which people belong and the functions these groups perform.



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Example: Social groups may have social, religious, recreational, cultural, educational, service, civic, political, or other functions.

- 4.5.3 Define the term cultural group* and give examples of the challenges faced by diverse cultural groups in this region's history.

Example: Quakers faced religious and social differences. Recent Asian and Hispanic immigrants face the challenge of adapting to a new language and culture.

- 4.5.4 Describe the role of regional artists in American visual arts, literature, music, dance, and theatre throughout early and modern cultures.
- 4.5.5 Give examples of the impacts of science and technology* on the migration and settlement patterns of various groups.
- 4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in this region during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.
- 4.5.7 Describe how Maryland/District of Columbia meets the needs of its citizens.

- * social group: a group of people who share common goals and interests
- * cultural group: a group of people who share common language, religion, and customs
- * technology: the knowledge of how to make things, as well as the invention and development of tools, machines, and skills by humans