## Grade 4 Social Studies Year at a Glance 2022-2023
### Pre-requisites: Completion of Grade 3

**Legacy**

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| **Unit 1:** Geography and Economics in the United States | 15-25 days | State Standards:  
4.3.A.1.a: Construct and interpret a variety of maps using map elements. (all maps should be about geographic regions)  
4.4.B.1.b: Give example of kinds of goods and services produced in Maryland during different historical periods.  
4.3.D.1: Describe how people adapt to, modify and impact the natural environment  
| **Description:** Students will research the state of Maryland to determine how its physical and human characteristics impact the lives of its citizens.  
**Big Idea:** Maryland is nicknamed “America in Miniature,” and students will examine Maryland’s geography to evaluate the appropriateness of this nickname. A case study of Maryland will demonstrate the impact of geographic characteristics on the economy. Students will also draw conclusions about the impact that humans have on the environment by examining the effect of pollution on the Chesapeake Bay.  
| • *How has the geography of Maryland affected the people living there?*  
• *How has the geography of the United States affected the people living there?*  
| **Evaluative Task**  
In this unit, students will use the information they learned throughout the unit to create an informational brochure or write a letter to someone living elsewhere explaining how the geography of Maryland impacts their lives. |
| **Unit 2:** The Earliest Americans | 16-18 days | State Standards:  
4.3.D.1: Describe how people adapt to, modify, and impact the natural environment  
4.2.A.1: Describe the various cultures of early societies of Maryland  
4.5.A.2: Compare Native American societies in Maryland before and after European colonization  
| **Description:** Students will investigate Native American life by analyzing several different cultures and languages in order to compare and contrast Native American tribes from around the continental United States.  
**Big Idea:** Students should find that the earliest Native Americans migrated from place to place, eventually forming groups that were isolated by vast geography. Different cultures, speaking over two thousand languages, developed as each group adapted to the local environment and its challenges. Maryland was home to several Native American tribes including but not limited to the Piscataway, Nanticoke, Pocomoke, and Susquehannock.  
| • *How did geography impact the cultures of Native American groups?*  
| **Synthesis Task – Museum Walk**  
Students will use the information that they learned throughout the unit to create a virtual museum display explaining several ways that geography impacted the culture of Native Americans. |
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<td><strong>Unit 3:</strong> Age of Encounters</td>
<td>18-20 days</td>
<td><strong>State Standards:</strong>&lt;br&gt;4.4.A.2.a: Explain how producers make choices because of limited natural, human, and capital resources.&lt;br&gt;5.4.C.4.a: Analyze how the institution of slavery impacted individuals and groups in Maryland.</td>
<td><strong>Description:</strong> This unit allows students to explore the conditions that existed in 15th and 16th century Europe in order to determine why the Age of Exploration took place. <strong>Big Idea:</strong> Students should find that there was a strong desire to trade exotic goods, which promoted European nations to seek new ways to attain wealth and to spread religion. Students will also find that cultures along the western coast of Africa were flourishing and establishing trading centers before European exploitation.</td>
<td>• What were the goals and consequences of exploration and early settlement?</td>
<td>Explanatory Task – Newspaper Article Students will use the information they learned throughout the unit to create a newspaper explaining the goals of the European nations that explored and colonized the Americas. Students will also share the consequences and outcomes of explorations on travelers and Native Americans who were displaced or removed from tribal lands.</td>
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<td><strong>Unit 4:</strong> The English Colonies</td>
<td>21-24 days</td>
<td><strong>State Standards:</strong>&lt;br&gt;5.5.B.2: Analyze the growth and development of colonial America.&lt;br&gt;4.2.B.1: Analyze how Maryland society was influenced by the contributions of people and groups.&lt;br&gt;4.3.C.1: Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States.</td>
<td><strong>Description:</strong> Students will learn about the early settlement of the 13 English colonies. They will consider the ways in which the early colonies were established by casting themselves into the role as a proprietor of an imaginary colony. <strong>Big Idea:</strong> The successes and failures of colonies in North America created a political landscape where the seeds of democracy could be planted. Students discover the important role religion played in the creation and sustainability of new colonies.</td>
<td>• What were the political, social, and economic motives for English settlers? • How were the early colonies governed?</td>
<td>Group Task – News Show Students will summarize their knowledge of the 13 colonies in a short news segment. Students will work in groups to determine what information is essential to answering the overarching question, and how this information can be organized. Each student will then create a script for a short news segment.</td>
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*Please note that in July of 2020, the Maryland State Department of Education (MSDE) approved a new elementary social studies framework. This framework is now published on the MSDE website. Standard notations on social studies materials come from the previously identified standards. Moving forward, curricula will be modified to meet the expectations set forth in the new MSDE elementary Social Studies framework.*