Grade 4 Social Studies Framework

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.08.01, Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12 states that, "each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives."

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in Social Studies in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in Elementary social studies grades Prekindergarten – 5 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Grade 4 Social Studies Framework was released in September 2020.

Course Overview

The Elementary Framework provides the foundational knowledge and skills necessary for young students to become empowered, informed, and socially responsible citizens. Through the study of history, geography, economics, and civics, students learn to interact with, and contribute to the world in which they live. Learning how to evaluate sources of information, craft arguments based on evidence, and take informed action helps students develop their civic identity and voice. Additionally, elementary social studies prepares students to meet the challenge of secondary social studies content and supports literacy development across subject areas. The elementary framework is designed to highlight opportunities in which the English language arts reading, writing, and speaking and listening standards can be integrated into the social studies class. In grades PreK - 3, content is organized within units of study that introduce and reinforce knowledge of the six Maryland State Social Studies Standards. In grades 4 -5, the state social studies standards are integrated into an overview of the history of the United States, using Maryland's key figures and events as a lens into the national story. The framework broadens the historical narrative by including marginalized groups and encourages students to learn more about all members of their communities through the inquiry process.

To help students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

STANDARD	DESCRIPTION OF STANDARD
Standard 1.0: Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0: Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0: Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

STANDARD	DESCRIPTION OF STANDARD
Standard 4.0: Economics	Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0: History	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Standard 6.0: Skills and Processes	Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

Standard 6.0

The four dimensions of The Inquiry Arc are reflected in Maryland's Standard 6.0:

1. **Developing Questions & Planning Inquiries** – constructing compelling and supporting questions, planning inquires, and determining helpful sources.

2. **Applying Disciplinary Concepts & Tools** – applying the disciplinary concepts and tools of civics, geography, economics, and history.

3. **Evaluating Sources & Using Evidence** – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.

4. **Communicating and Critiquing Conclusions & Taking Informed Action** – communicating and presenting claims, critiquing claims, and identifying ways to address problems in their communities.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

The Inquiry Arc

ELA Integration

Effective integration of English language arts standards into social studies curriculum affords students the opportunity to enrich their understanding of essential social studies content, develop civic reasoning, geographic and economic analysis, and historical thinking skills while simultaneously improving literacy development. When designing social studies units of study, teachers are encouraged to address ELA standards as they design instruction and assessment for the social studies standards. Additional detail regarding the indicators and objectives associated with Standard 6.0 can be found at MSDE Social Studies homepage. Connections between Standard 6.0, media literacy, and English language arts standards in reading, writing, and speaking and listening can be found at the MSDE English Language Arts homepage.

Using this document:

The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

Sample Unit Template

Unit Enduring Understanding: An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

Unit Question: A **unit question** connects the big ideas in the enduring understandings and essential questions to the period of study. Everything in the unit contributes to answering this question.

Layout of Social Studies Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
The **content topic** indicates the umbrella under which several common topics are organized for study.	**Essential questions** help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	**Indicator** statements assist teachers in determining how to link specific content to be studied to the essential question. • **Objectives** provide teachers with detailed information regarding what specific learning should occur.

Layout of English Language Arts (ELA) Content

READING	WRITING	SPEAKING AND LISTENING
English language arts reading standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts writing standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts speaking and listening standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

Unit 1: Worlds Collide (1450-1650)

Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change.

Unit Question: How does exploration change people and the environment?

Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Native Cultures	**How does where you live influence the way you view the world?**	**Students will evaluate the impact of geography on cultural development and interaction by:** • comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. • examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. • analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. • explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450.
Exploration	**Why do people explore?**	**Students will evaluate the motivations for European exploration by:** • identifying the push/pull factors that led to European exploration and colonization. • explaining geographic factors that influenced European exploration.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Impact of European Exploration	**Is exploration good for all?**	**Students will evaluate the impact of exploration on various groups by:** • identifying the positive and negative impacts of the Columbian Exchange. • comparing and contrasting the cultures of the European settlers and American Indian tribes. • evaluating early interactions between European and American Indians from multiple perspectives. • examining the economic relationships between early explorers and American Indians in Maryland and beyond. • assessing the economic and geographic outcomes of European exploration in North America and Maryland.

ELA Integration

READING	WRITING	SPEAKING AND LISTENING
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*W.4.1* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	*SL.4.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

READING	WRITING	SPEAKING AND LISTENING
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**W.4.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**SL.4.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**SL.4.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**SL.4.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

READING	WRITING	SPEAKING AND LISTENING
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	*W.4.7* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	*W.4.8* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	*W.4.9* Draw evidence from literary or informational texts to support analysis, reflection, and research.	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*W.4.10* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)

Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others.

Unit Question: Who does colonialism benefit?

Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Early Settlements	**How did the pursuit of freedom lead to conflict?**	**Students will compare Maryland's colonial experience with other colonies by:** • examining motivations for European settlement in North America. • comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary's City. • analyzing religious conflict among European settlers in Maryland and the effectiveness of the Toleration Act.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Colonial Regions	**How does where you live, impact how you live?**	**Students will compare how geography influenced culture and economic development by:** • analyzing how geography impacted the development of the American colonies. • comparing human, capital, and natural resources of colonial regions. • analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. • examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. • explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
Definitions of Freedom	**What causes people to deny freedoms to others?**	**Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:** • interpreting laws and legal documents that defined freedom for women, indentured servants, American Indians, and free blacks in the colonies. • analyzing how the institution of race-based slavery started with indigenous people and expanded by forcing Africans to come to the Americas. • explaining how the enslaved experience differed from place to place. • analyzing how forms of slavery have existed over time and how people across multiple locations and time have sought freedom.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Slavery in Maryland	**How did slavery shape Maryland as a colony?**	**Students will analyze the impact of slavery on the development of Maryland by:** • comparing Maryland's population distribution of free and enslaved people with that of other colonies. • analyzing the similarities and differences in experiences of enslaved people across regions in Maryland. • identifying ways that enslaved people over time resisted slavery in Maryland.

ELA Integration

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Unit 3: American Revolution (1750-1789)

Unit Enduring Understanding: When governments do not meet the needs or wants of the governed, people revolt.

Unit Question: Did the revolution achieve life, liberty, and the pursuit of happiness for all?

Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Events Leading to the American Revolution	**What causes revolution?**	**Students will analyze causes of the Revolution by:** • examining the causes and effects of the French and Indian War. • identifying the impact of taxation without representation on various groups. • evaluating how new religious and political thinking empowered individuals to question royal authority and increased a spirit of independence. • analyzing the variety of colonial responses to British laws imposed after the French and Indian War.
Declaration of Independence	**Did the Declaration of Independence unite or divide Americans?**	**Students will analyze reactions to the Declaration of Independence by:** • identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices. • assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence. • contrasting colonial and British reactions to the Declaration of Independence. • evaluating various methods of communication and argumentation used by Patriots to further their cause.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Maryland's response to the Revolution	**Why did some Marylanders support the Revolution and others did not?**	**Students will examine Maryland's response to British policy by:** • analyzing how economic class and geographic region influenced the division between Patriots and Loyalists in Maryland. • contrasting the burning of the Peggy Stewart with other acts of resistance in the colonies. • evaluating the role of women and African Americans in Maryland in supporting the American Revolution.
The New Nation	**How effective were the Articles of Confederation at governing the new nation?**	**Students will evaluate the reasons for and the effect of the development of a new American government by:** • analyzing the powers and responsibilities of government on the federal and state levels under the Articles of Confederation. • identifying early challenges to the new nation including Shays Rebellion and the structural weaknesses of the federal government.

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