

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

**Grade: 4 - Adopted: 2013**

STRAND / TOPIC / STANDARD	NGSS.4- PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	4-PS4.	Waves and their Applications in Technologies for Information Transfer
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

[Social Studies Online](#)

[Grade 3 - Geography of Our Communities](#)

STRAND / TOPIC / STANDARD	NGSS.4- LS.	LIFE SCIENCE
TOPIC / INDICATOR	4-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

[Social Studies Online](#)

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[Grade 4 - Southwest Region Early Beginnings](#)

[Grade 4 - West Region Geography](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

OBJECTIVE 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

[Social Studies Online](#)

[Grade 4 - West Region Geography](#)

[Who Lives On a Coral Reef?](#)

STRAND / TOPIC / STANDARD	NGSS.4- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	4-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND / TOPIC / STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	4-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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OBJECTIVE	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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**Maryland College and Career-Ready Standards**

**Social Studies**

Grade: 4 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL	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.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities	
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STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
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INDICATOR /  
PROFICIENCY  
LEVEL

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.

**Social Studies Online**

Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Ancient China - Qin & Han Dynasties  
Canada: Our Northern Neighbor  
Exploring Cuba  
Grade 3 - A Country of Cultures  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Geography  
Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	3.0.	Geography
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INDICATOR /  
PROFICIENCY  
LEVEL

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.

**Social Studies Online**

African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Ancient China - Qin & Han Dynasties  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Exploring Cuba  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Northeast  
Grade 4 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Geography  
Grade 4 - West Region Landforms  
Grade 4 - West Region Today  
How Coral Reefs Are Formed  
London - City of Pomp & Majesty  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Paris - City of Light - Grades K - 5  
The Sahara Desert  
Tokyo - City of Contrasts  
Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	4.0.	Economics
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INDICATOR / PROFICIENCY LEVEL

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.

**Social Studies Online**

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL

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.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?
INDICATOR / PROFICIENCY LEVEL		Native Cultures: How does where you live influence the way you view the world?
OBJECTIVE		Students will evaluate the impact of geography on cultural development and interaction by:

EXPECTATION	<p>comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Barcelona</a>  <a href="#">Exploring Cuba</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">Rome - The Eternal City</a></p>
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EXPECTATION	<p>examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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EXPECTATION	<p>explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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STRAND / TOPIC / STANDARD	Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR	Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?
INDICATOR / PROFICIENCY LEVEL	Exploration: Why do people explore?
OBJECTIVE	Students will evaluate the motivations for European exploration by:

EXPECTATION	<p>identifying the push/pull factors that led to European exploration and colonization.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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EXPECTATION	<p>explaining geographic factors that influenced European exploration.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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STRAND / TOPIC / STANDARD	Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR	Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?

INDICATOR / PROFICIENCY LEVEL		Impact of European Exploration: Is exploration good for all?
OBJECTIVE		Students will evaluate the impact of exploration on various groups by:
EXPECTATION		comparing and contrasting the cultures of the European settlers and American Indian tribes.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans

EXPECTATION		evaluating early interactions between European and American Indians from multiple perspectives.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans
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EXPECTATION		assessing the economic and geographic outcomes of European exploration in North America and Maryland.  <a href="#">Social Studies Online</a> Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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STRAND / TOPIC / STANDARD		Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others. Unit Question: Who does colonialism benefit?
INDICATOR / PROFICIENCY LEVEL		Early Settlements: How did the pursuit of freedom lead to conflict?
OBJECTIVE		Students will compare Maryland’s colonial experience with other colonies by:
EXPECTATION		examining motivations for European settlement in North America.  <a href="#">Social Studies Online</a> Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

EXPECTATION		comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary's City.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans
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INDICATOR / PROFICIENCY LEVEL		Colonial Regions: How does where you live, impact how you live?
OBJECTIVE		Students will compare how geography influenced culture and economic development by:

EXPECTATION	analyzing how geography impacted the development of the American colonies.
	<a href="#"><u>Social Studies Online</u></a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

EXPECTATION	comparing human, capital, and natural resources of colonial regions.
	<a href="#"><u>Social Studies Online</u></a> Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

EXPECTATION	explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
	<a href="#"><u>Social Studies Online</u></a> Grade 3 - The First Americans

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TOPIC / INDICATOR		Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others. Unit Question: Who does colonialism benefit?
INDICATOR / PROFICIENCY LEVEL		Definitions of Freedom: What causes people to deny freedoms to others?
OBJECTIVE		Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:

EXPECTATION	analyzing how the institution of race-based slavery started with indigenous people and expanded by forcing Africans to come to the Americas.
	<a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.

EXPECTATION	explaining how the enslaved experience differed from place to place.
	<a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.

EXPECTATION	analyzing how forms of slavery have existed over time and how people across multiple locations and time have sought freedom.
	<a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.

STRAND / TOPIC / STANDARD		Unit 3: American Revolution (1750 – 1789)
TOPIC / INDICATOR		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?
INDICATOR / PROFICIENCY LEVEL		Events Leading to the American Revolution: What causes revolution?
OBJECTIVE		Students will analyze causes of the Revolution by:

EXPECTATION	<p>identifying the impact of taxation without representation on various groups.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans</p>
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EXPECTATION	<p>evaluating how new religious and political thinking empowered individuals to question royal authority and increased a spirit of independence.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Northeast</p>
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EXPECTATION	<p>analyzing the variety of colonial responses to British laws imposed after the French and Indian War.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Northeast</p>
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STRAND / TOPIC / STANDARD		Unit 3: American Revolution (1750 – 1789)
TOPIC / INDICATOR		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?
INDICATOR / PROFICIENCY LEVEL		Declaration of Independence: Did the Declaration of Independence unite or divide Americans?
OBJECTIVE		Students will analyze reactions to the Declaration of Independence by:

EXPECTATION	<p>identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Northeast</p>
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EXPECTATION	<p>assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Northeast</p>
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EXPECTATION	<p>contrasting colonial and British reactions to the Declaration of Independence.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Northeast</p>
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