



## Grade 4: Maryland and Prince George's County

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Prince George's County Social Studies

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### **INSTRUCTOR & COURSE INFORMATION:**

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Planning Time: 9:55-10:25

Phone Number: (301) 390-0239

Course Name/Number: 4th Grade Social Studies

Class Time: 11-12 every other day.

**TEXT: Pearson, MyWorld Social Studies Regions of Our Country and Prince George's County, MD**

### **OVERVIEW:**

In fourth grade, students learn about the state of Maryland and Prince George's County as they begin to distinguish events of the past and present. They explore the concepts of time and space. Students identify symbols that are important to our country. They discover why they must follow school rules and laws as they learn about their role as a citizen in the school and community. Students identify basic characteristics of maps and globes while exploring the geographic characteristics of their community. They explain how people have different kinds of jobs and work to meet basic economic wants. Students develop an understanding that they are individuals who interact with other individuals and groups, and identify ways that people, who are similar and different, make up the community.

### **GOALS:**

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through portfolios, exhibitions, simulations, debate, service-learning projects, that correlate to social studies content standards for evaluation
- Communicate effectively and appropriately for a variety of purposes.

## Elementary Social Studies (Grades 2-5)

**Overview:** The goal of grading and reporting is to provide students with feedback that reflects their academic growth. Student assignments should reflect the opportunity to evaluate sources and use evidence to communicate a conclusion to take informed action as engaged citizens.

Factors	Brief Description	Grade Percentages Per Quarter
<b>Classwork</b>	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> <li>● Document Based Analysis</li> <li>● Writing Tasks</li> <li>● Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc.</li> <li>● Simulations <i>i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials, etc.</i></li> </ul>	<b>35%</b>
<b>Independent Assignments</b>	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> <li>● Content Readings</li> <li>● Study Guides</li> <li>● Video Analysis</li> <li>● Review Notes</li> <li>● Current Events</li> </ul>	<b>25%</b>
<b>Assessments</b>	Includes formative and summative assessment. Assessments must address content standards and vary to address student population: <ul style="list-style-type: none"> <li>● Unit Assessments</li> <li>● Project Based Assessments <i>i.e. National History Day Project (Grades 3-5)</i></li> <li>● Document-Based Questions (Grades 3-5)</li> </ul>	<b>40%</b>

## Maryland and Prince George's County Social Studies Grade 4 Year at a Glance

Quarter 1	Quarter 2																		
<p><b>Content Focus:</b> <i>Civics-Our Roles and Responsibilities</i></p> <p><b>Overarching Question:</b> <i>How has Maryland Leadership made it the Free State?</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Laws and people's beliefs help decide who gets to make choices in government.</li> <li>• Laws are made to keep people safe and explain what the government can and cannot do.</li> <li>• What people, groups and institutions say and do have limits in a democracy to protect the rights of all.</li> <li>• People's beliefs and ideals influence decisions</li> </ul> <p><b>Focused Reading Strategies &amp; Skills</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Interpret Visual Information</td> <td style="width: 50%;">Integrate Multiple Texts</td> </tr> <tr> <td>Summarize</td> <td>Main Idea and Details</td> </tr> </table> <p><b>Analytic Writing</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Research Simulation</td> <td style="width: 50%;">Narrative Story</td> </tr> <tr> <td>Visual and Oral Presentations</td> <td>How Writers Write</td> </tr> </table> <p><b>Quarter Culminating Activities:</b></p> <p>Theme: Profiles of a Leader- How do we build a community of leaders in Maryland?</p> <ul style="list-style-type: none"> <li>• Create a Tik-a-Tok My Story Book: Illustrate understanding of various ways good leaders are involved in their schools, and communities using student photos.</li> <li>• Citizenship Video or Skit – students will demonstrate ways they will lead their school, and in the community (Student/Class Created Presentations)</li> </ul> <p><b>Social Studies Standards</b></p> <p>D1-5.3-5 Developing Questions &amp; Planning Inquiry  D2Civ1-14.3-5 Applying Disciplinary Tools &amp; Concepts (Civics)  D31-4.3-5 Evaluating Sources &amp; Using Evidence  D41-8.3-5 Communicating Conclusions &amp; Taking Informed Action</p>	Interpret Visual Information	Integrate Multiple Texts	Summarize	Main Idea and Details	Research Simulation	Narrative Story	Visual and Oral Presentations	How Writers Write	<p><b>Content Focus:</b> <i>History-Celebrating Diversity and Traditions</i></p> <p><b>Overarching Question:</b> <i>How has Maryland's culture changed over time?</i></p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People are alike and different and people celebrate in many ways.</li> <li>• We are all part of a culture and there are many different cultures around the world.</li> <li>• Things change over time and that time can be measured.</li> <li>• History is an account of our past based on different perspectives.</li> <li>• Conflict causes change.</li> </ul> <p><b>Focused Reading Strategies and Skills</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Main Idea and Details</td> <td style="width: 50%;">First Hand Second Hand</td> </tr> <tr> <td>Fact or Opinion</td> <td>Accounts</td> </tr> <tr> <td>Inferring</td> <td>Questioning</td> </tr> </table> <p><b>Analytic Writing</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Research Simulation-</td> <td style="width: 50%;">Interview</td> </tr> <tr> <td>Narrative Story</td> <td></td> </tr> </table> <p><b>Quarter Culminating Activities:</b></p> <p>Theme: Explore Maryland History</p> <ul style="list-style-type: none"> <li>• Colonial Farm (Accokeek)- <a href="#">Eco Traveler</a></li> <li>• Historic St. Mary's City- A Day in the Life Of...</li> <li>• London Towne Annapolis –Step into MD's Past</li> </ul> <p>(Student/Class Created Presentations/Simulations)</p> <p><b>Social Studies Standards</b></p> <p>D1-5.3-5 Developing Questions &amp; Planning Inquiry  D2His1-17.3-5 Applying Disciplinary Tools &amp; Concepts (History)  D31-4.3-5 Evaluating Sources &amp; Using Evidence</p>	Main Idea and Details	First Hand Second Hand	Fact or Opinion	Accounts	Inferring	Questioning	Research Simulation-	Interview	Narrative Story	
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Quarter 3	Quarter 4												
<p><b>Content Focus:</b> <i>Geography-As the World Turns</i></p> <p><b>Overarching Question:</b> How does geography affect the way we live?</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Maps and globes are simple representations of places on Earth.</li> <li>• New technology has many types of different consequences, depending on how people use that technology.</li> <li>• Where people live matters.</li> <li>• Moving to new places changes the people, land, and culture of the new place, as well as the place that was left.</li> </ul> <p><b>Focused Reading Strategies and Skills</b></p> <table border="0"> <tr> <td>Point of View</td> <td>Theme</td> </tr> <tr> <td>Inferring</td> <td>Character, Settings, Events</td> </tr> </table> <p><b>Analytic Writing</b></p> <table border="0"> <tr> <td>Research Simulation- Interview</td> <td>Narrative Story</td> </tr> </table> <p><b>Quarter Culminating Activities:</b></p> <ul style="list-style-type: none"> <li>• Create an interactive school map</li> <li>• Dollars &amp; Sense</li> <li>• <a href="#">Eco Traveler</a> Simulation @ National Colonial Farm (Student/Class Created Presentations/Simulations)</li> </ul> <p><b>Social Studies Standards</b></p> <p>D1-5.3-5 Developing Questions &amp; Planning Inquiry  D2Geo1-2.3-5 Applying Disciplinary Tools &amp; Concepts (Geography)  D31-4.3-5 Evaluating Sources &amp; Using Evidence  D41-8.3-5 Communicating Conclusions &amp; Taking Informed Action</p>	Point of View	Theme	Inferring	Character, Settings, Events	Research Simulation- Interview	Narrative Story	<p><b>Content Focus:</b> <i>Economics- Maryland's Economy</i></p> <p><b>Overarching Question:</b> How does the economy meet our needs and wants?</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People make choices about needs and wants.</li> <li>• People do many kinds of work making goods or providing services and people use money to buy and sell.</li> <li>• People buy things because they cannot make everything themselves and people sell things because others want to buy them.</li> </ul> <p><b>Focused Reading Strategies and Skills</b></p> <table border="0"> <tr> <td>Point of View</td> <td>Theme</td> </tr> <tr> <td>Inferring</td> <td>Character, Settings, Events</td> </tr> </table> <p><b>Analytic Writing</b></p> <table border="0"> <tr> <td>Research Simulation- Interview</td> <td>Narrative Story</td> </tr> </table> <p><b>Quarter Culminating Activities:</b></p> <ul style="list-style-type: none"> <li>• Report-Maryland-Portrait of an Economy- Interview an expert</li> <li>• Proposal to the MD Governor "Investing in Maryland's Future"</li> <li>• JA Finance Park <a href="#">BizTowne Simulation</a></li> <li>• Stock Market Game Portfolio Presentation <a href="#">InvestWrite</a> Essay (Student Created Presentations/Simulations)</li> </ul> <p><b>Social Studies Standards</b></p> <p>D1-5.3-5 Developing Questions &amp; Planning Inquiry  D2Eco1-15.3-5 Applying Disciplinary Tools &amp; Concepts (Economics)  D31-4.3-5 Evaluating Sources &amp; Using Evidence  D41-8.3-5 Communicating Conclusions &amp; Taking Informed Action</p>	Point of View	Theme	Inferring	Character, Settings, Events	Research Simulation- Interview	Narrative Story
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<p><b>Quarterly Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher-Created Assessment</b></li> <li>• <b>Quarter Culminating Activity</b></li> </ul>													