

4th Grade Scope & Sequence
Literary and Informational Comprehension
***Integrated Social Studies**

| QUARTER 1 | | | |
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| Days | Unit | Standard(s)/Outcome(s) | Essential/Guiding Questions |
| 9 | Launching Literacy | <ul style="list-style-type: none"> ● Describe characters' thoughts, words, and actions in a story ● Describe the setting and events in a story | <ul style="list-style-type: none"> ● How do the characters and setting affect the events of a story? ● What is surprising in the story? ● What changed your thinking throughout the story? |
| 25 | Wonders Unit 2 Weeks 1-5 | <ul style="list-style-type: none"> ● Explain the theme of a text ● Explain the main idea ● Describe the speaker's point of view ● Identify key details | <ul style="list-style-type: none"> ● What are some messages in animal stories? ● How do animal characters change familiar stories? ● How are all living things connected? ● What helps animals survive? ● How are writers inspired by animals? |
| 5 | Wonders Unit 1 Week 3 | <ul style="list-style-type: none"> ● Describe text structure ● Identify key details | <ul style="list-style-type: none"> ● How do people respond to natural disasters? |
| 5 | Wonders Unit 3 Week 2 | <ul style="list-style-type: none"> ● Determine the speaker's point of view | <ul style="list-style-type: none"> ● In what ways can you help your community? |
| 2 | *Geography Lesson 1 | <ul style="list-style-type: none"> ● Construct and interpret a variety of maps using map elements ● Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland | <ul style="list-style-type: none"> ● What are the elements of geography? ● How are geographic tools used? |

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| | | <ul style="list-style-type: none"> ● Explain how text features contribute to understanding of text | |
| 10 | *Geography Lesson 2 | <ul style="list-style-type: none"> ● Identify and locate natural/physical and human-made features of Maryland ● Compare physical characteristics of the regions of Maryland and the United States ● Determine the main idea and key details of a text ● Summarize the text ● Determine the meaning of general academic and domain-specific words | <ul style="list-style-type: none"> ● Where can examples of different land and water forms be found in Maryland and the United States? ● What three regions are located in Maryland ● How are Maryland and the United States geographically similar? |

| QUARTER 2 | | | |
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| Days | Unit | Standard(s)/Outcome(s) | Essential/Guiding Questions |
| 4 | *MD Past Lesson 1 | <ul style="list-style-type: none"> ● Examine and describe the unique and diverse cultures of early Native American societies ● Give examples of barter exchanges of goods/services in Maryland ● Identify the development of indigenous societies from the Paleo Indians to the Woodland Indians ● Determine the main idea and key details of a text ● Draw inferences from details in the text ● Explain events in a historical text ● Determine the meaning of general academic and domain-specific words | <ul style="list-style-type: none"> ● How do people adapt to, modify, and impact the natural environment? ● How did geographic characteristics influence settlement patterns in Maryland? |
| 2 | *MD Past Lesson 2 | <ul style="list-style-type: none"> ● Differentiate between primary and secondary sources ● Compare/contrast firsthand and secondhand accounts of the same event/topic ● Gather and read print sources such as text books, government documents, timelines, and websites | <ul style="list-style-type: none"> ● How do people adapt to, modify, and impact the natural environment? ● What can be learned from primary and secondary sources? |

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| | | <ul style="list-style-type: none"> ● Read and obtain information from texts representing diversity in content, culture, authorship, and perspective ● Define how culture influences people ● Cite examples of how cultures borrow and share traditions ● Locate and gather information from non-print sources ● Determine the meaning of general academic and domain-specific words | |
| 2 | *MD Past Lesson 3 | <ul style="list-style-type: none"> ● Explain how geographic characteristics influenced settlement patterns in Maryland and the United States ● Identify the reasons for the movement of people to, from, and within Maryland and the United States ● Explain events, ideas, and concepts in a historical text ● Interpret information presented visually, orally, or quantitatively and explain how it contributes to the understanding of text ● Determine the meaning of general academic and domain-specific words | <ul style="list-style-type: none"> ● How do people adapt to, modify, and impact the natural environment? ● What are the differences among physical, human, and geographic characteristics? |
| 3 | *MD Past Lesson 4 | <ul style="list-style-type: none"> ● Describe the contributions of past Maryland leaders, individuals, and groups ● Explain how and why the Maryland colony was established, including political and economic motives for coming to the New World ● Determine the main idea and key details of a text ● Determine the meaning of general academic and domain-specific words ● Describe the overall text structure ● Integrate information from two text on the same topic | <ul style="list-style-type: none"> ● How and why does a colony begin? |
| 2 | *MD Past Lesson 5 | <ul style="list-style-type: none"> ● Compare the early cultures of the Native Americans with the European settlers and their influences on each | <ul style="list-style-type: none"> ● How did the Native Americans and European settlers influence each |

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| | | <p>other</p> <ul style="list-style-type: none"> ● Compare the development of places and regions ● Determine the main idea and key details of a text ● Determine the meaning of general academic and domain-specific words ● Interpret information presented visually, orally, or quantitatively and explain how it contributes to the understanding of text | other? |
| 2 | *MD Past Lesson 6 | <ul style="list-style-type: none"> ● Describe how the colony of Maryland was established and governed ● Describe contributions of 17th century English settlers who influenced early political structures ● Describe the social, political, and religious character of the earliest colonies ● Determine the meaning of general academic and domain-specific words | <ul style="list-style-type: none"> ● What is the role of government? ● How do individuals and groups participate in the political system? |
| 5 | *MD Past Lesson 7 | <ul style="list-style-type: none"> ● Analyze how colonial law influenced individuals in Maryland and other colonies ● Describe the contributions of individuals and groups ● Explain how indentured servants impacted the economy ● Determine the main idea and key details of a text ● Determine the meaning of general academic and domain-specific words ● Explain events, ideas, and concepts in a historical text | <ul style="list-style-type: none"> ● How do individuals and societies change over time? |
| 5 | *MD Past Lesson 8 | <ul style="list-style-type: none"> ● Describe the social, political, and religious character of the earliest colonies ● Describe the contribution of individuals and groups ● Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times | <ul style="list-style-type: none"> ● How did social, political, and religious groups impact the development of colonies? |

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| | | <ul style="list-style-type: none"> ● Determine the main idea and key details of a text ● Determine the meaning of general academic and domain-specific words | |
| 10 | Wonders Unit 4 Weeks 2-3 | <ul style="list-style-type: none"> ● Describe the narrator's point of view ● Identify key details | <ul style="list-style-type: none"> ● Why do people run for public office? ● How do inventions and technology affect your life? |
| 5 | Wonders Unit 3 Week 3 | <ul style="list-style-type: none"> ● Identify the author's purpose ● Explain the author's point of view | <ul style="list-style-type: none"> ● How can one person make a difference? |

| Quarter 3 | | | |
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| Days | Unit | Standard(s)/Outcome(s) | Essential/Guiding Questions |
| 4 | *MD Past Lesson 9 | <ul style="list-style-type: none"> ● Describe the differing historical conflicts (Loyalists and Patriots) ● Describe Maryland colonists' reactions to changing economic policies using events that lead to the American Revolutionary War ● Explain the interactions between the colonists and British during the Pre-Revolutionary period ● Summarize the text ● Determine the meaning of general academic and domain-specific words or phrases ● Describe the text structure | <ul style="list-style-type: none"> ● What are the basic ideas of a democracy? ● What creates conflict and compromise? |
| 2 | *MD Past Lesson 10 | <ul style="list-style-type: none"> ● Explain the role of Marylanders who influenced the building of our new nation ● Analyze perspectives and policies in Maryland regarding historic and current public issues ● Explain events, procedures, ideas, or concepts in a historical text | <ul style="list-style-type: none"> ● What creates conflict and compromise? |
| 4 | *MD Past Lesson 11 | <ul style="list-style-type: none"> ● Describe Maryland's role in the War of 1812 | <ul style="list-style-type: none"> ● How do groups and individuals contribute to |

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| | | <ul style="list-style-type: none"> ● Describe in depth a character, setting, or event in a story ● Explain major differences between poems, drama, and prose, and refer to the structural elements of a poem ● Make connections between the text of a story and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text ● Compare and contrast firsthand and secondhand accounts of the same event | changes in society? |
| 2 | *MD Past Lesson 12 | <ul style="list-style-type: none"> ● Describe the importance of changes in industry, transportation, education, rights, and freedoms in Maryland ● Refer to details in the text when drawing inferences ● Explain events, ideas, or concepts in a historical text | <ul style="list-style-type: none"> ● How do individuals and societies change over time? |
| 2 | *MD Past Lesson 13 | <ul style="list-style-type: none"> ● Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and the United States ● Describe the transportation and communication networks for the movement of people, foods, and ideas to, from, and within Maryland ● Explain how available resources determine which careers are more common in one region ● Refer to details in the text when drawing inferences ● Interpret information presented visually, orally, or quantitatively and explain how it contributes to the understanding of text ● Explain how an author uses reasons and evidence to support particular points in a text | <ul style="list-style-type: none"> ● How do individuals and societies change over time? ● Why do individuals and societies change over time? |
| 3 | *MD Past | <ul style="list-style-type: none"> ● Describe the establishment of | <ul style="list-style-type: none"> ● What causes conflict |

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| | <p>Lesson 14</p> | <p>slavery and how it shaped life in Maryland</p> <ul style="list-style-type: none"> ● Compare the lives of slave families and free Blacks ● Describe the anti-slavery movement in Maryland ● Describe the growth of the Underground Railroad ● Identify the main idea and key details of a text ● Refer to details in the text when drawing inferences ● Make connections between the text of a story and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text ● Compare and contrast the treatment of similar themes and topic in stories and traditional literature from different cultures ● Determine the meaning of words and phrases as they are used in a text | <p>between individuals and groups?</p> |
| <p>5</p> | <p>*MD Past Lesson 15</p> | <ul style="list-style-type: none"> ● Describe the economic interests in Maryland ● Explain why loyalties to the North and South were divided in Maryland ● Identify the main idea and key details of a text ● Explain how an author uses reasons and evidence to support particular points in a text | <ul style="list-style-type: none"> ● How do groups and individuals contribute to changes in society? |
| <p>10-15</p> | <p>Novel Study</p> | <ul style="list-style-type: none"> ● Describe the establishment of slavery and how it shaped life in Maryland ● Compare the lives of slave families and free Blacks ● Describe in detail a character, setting, or event in a story ● Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures | <ul style="list-style-type: none"> ● How do ordinary people overcome difficult challenges? |

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| | | <ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | |
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| Quarter 4 | | | |
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| Days | Unit | Standard(s)/Outcome(s) | Essential/Guiding Questions |
| 25 | Wonders Unit 5 Weeks 1-5 | <ul style="list-style-type: none"> ● Summarize the text ● Explain the theme; compare themes in two texts ● Explain events in a story are related ● Explain and support the main idea in the text ● Draw conclusions from details in the text | <ul style="list-style-type: none"> ● In what ways do people show they care about each other? ● What are some reasons people moved west? ● How can inventions solve problems? ● What can you discover when you look closely at something? ● How can learning about the past help you understand the present? |
| 3 | *MD Present Lesson 1 | <ul style="list-style-type: none"> ● Explain the importance of the Office of the Governor and the Court of Appeals ● Describe how the Maryland State Constitution includes democratic principles and values ● Describe the role of the Maryland state judiciary system ● Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates ● Describe the balance between private life and government in providing order and protecting rights ● Explain how local and state governments in Maryland provide goods and services that are paid for by taxes ● Describe the structure of a text ● Integrate information from two | <ul style="list-style-type: none"> ● What are the basic ideas of a democracy? ● What is the role of the Maryland government? |

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| | | texts on the same topic to write or speak about the subject knowledgeably | |
| 1 | *MD Present Lesson 2 | <ul style="list-style-type: none"> ● Identify various sources of information available to citizens to make political decisions ● Analyze ways people can participate in the political process ● Describe responsibilities associated with certain basic rights of citizens and explain why these responsibilities are important ● Describe the rule of law and explain how it impacts individuals and groups ● Explain the meaning and purpose of taxes | <ul style="list-style-type: none"> ● What are basic rights of citizens of the United States? ● How do rights and responsibilities impact individuals and groups? |
| 3 | *MD Present Lesson 3 | <ul style="list-style-type: none"> ● Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers ● Give examples of how governments' decision-making affect economic growth and the ability to provide jobs and services ● Give examples of governments' rules and laws that affect how people in businesses work ● Describe the concept of supply and demand ● Determine the main idea and supporting details of a text ● Refer to details in the text when drawing inferences ● Interpret information presented visually, orally, or quantitatively and explain how it contributes to and understanding of the text | <ul style="list-style-type: none"> ● How does scarcity affect economic decision-making? |
| 2 | *MD Present Lesson 4 | <ul style="list-style-type: none"> ● Identify opportunity cost of economic decisions made by individuals, businesses, and governments ● Explain the ways people can | <ul style="list-style-type: none"> ● How does scarcity affect economic decision-making? ● How does education affect income? |

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| | | <p>make, spend, and save money</p> <ul style="list-style-type: none"> ● Generate a plan for earning money for a good or service ● Identify responsible financial decisions ● Explain the effects of financial decisions ● Describe how education choices, interests, skills, and career choices affect income ● Determine the main idea and supporting details of a text ● Refer to details in the text when drawing inferences ● Determine the meaning of general academic and domain-specific words or phrases in a text ● Integrate information from two texts on the same topic to write or speak about the subject knowledgeably | <ul style="list-style-type: none"> ● What are ways that people can make, spend, and save money? |
| 4 | *MD Present Lesson 5 | <ul style="list-style-type: none"> ● Generate a plan for earning money for a good or service ● Identify person financial goals ● Describe how income affects spending ● Describe steps involved in investing ● Recognize techniques and the effects of advertising ● Integrate information from two texts on the same topic to write or speak about the subject knowledgeably ● Interpret information presented visually, orally, or quantitatively and explain how it contributes to and understanding of the text ● Determine the meaning of general academic and domain-specific words or phrases in a text | <ul style="list-style-type: none"> ● What are ways that people can make, spend, and save money? |
| 6 | *MD Present | <ul style="list-style-type: none"> ● Explain the effect regional interests have on shaping | <ul style="list-style-type: none"> ● How has conflict affected Maryland today? |

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| | Lesson 6 | <p>government policy in and around Maryland</p> <ul style="list-style-type: none">● Investigate the causes of contemporary conflict and compromises● Describe how geographic characteristics of a place or region change over time and affect the way people live and work● Describe ways and reasons people in Maryland and the United States modify the natural environment, and the consequences of modifications● Explain how the growth of communities and suburbs has had consequences on the environment, loss of farmland, and pollution● Describe the structure of a text● Refer to details in the text when drawing inferences● Determine a theme in a story● Compare and contrast the treatment of similar themes, topics, and patterns of events in stories | <ul style="list-style-type: none">● What are consequences of people changing the environment? |
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