

Maryland Social Studies Standards and Framework Grade 3-5

1.0 CONTENT STANDARD: CIVICS- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens and engage in political participation and contribute to the public process.

FRAMEWORK

Grade 3	Grade 4	Grade 5
<p>A. The Foundations and Function of Government</p> <p>1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</p> <ol style="list-style-type: none"> Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order Explain the consequences of violating rules and laws Describe the selection process and duties of local officials who make, apply, and enforce laws through government 	<p>A. The Foundations and Function of Government</p> <p>1. Trace how the political structure in early Maryland developed and changed over time</p> <ol style="list-style-type: none"> Describe how the colony of Maryland was established and governed including the establishment of rule of law and power with authority, such as Proprietorships, Royal Governor, and early General Assembly Explain the importance of the Office of the Governor and the Court of Appeals Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates 	<p>A. The Foundations and Function of Government</p> <p>1. Examine the early foundations, functions, and purposes of government</p> <ol style="list-style-type: none"> Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War Explain and clarify how Europe’s philosophies and policies affected the political structure of the early American Colonies Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings
<p>A. The Foundations and Function of Government</p> <p>2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p> <ol style="list-style-type: none"> Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles 	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the documents, and democratic ideas that developed in the Maryland Colony</p> <ol style="list-style-type: none"> Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants’ contracts, Tolerance Acts of 1649, Maryland Charter of 1632 Describe how the Maryland State Constitution includes democratic principles and values 	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ol style="list-style-type: none"> Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances
<p>A. The Foundations and Function of Government</p>	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the role of Maryland government regarding public policy and issues</p> <ol style="list-style-type: none"> Analyze perspectives and policies in Maryland regarding historic and current public issues Explain the effect that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land use 	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of colonial government regarding public policy and issues</p> <ol style="list-style-type: none"> Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763

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<p>B. Individual and Group Participation in the Political System</p> <p>1. Explain how people and events have contributed to the American political system</p> <ol style="list-style-type: none"> a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council b. Describe the contributions of people who contributed to the common good of society <p>2. Analyze the role of individual and group participation in creating a supportive community</p> <ol style="list-style-type: none"> a. Explain the decision-making process used to accomplish a community goal or solve a community problem b. Explain the roles and responsibilities of effective citizens in a political process c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations 	<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze how individuals and groups contributed to the political system in Maryland</p> <ol style="list-style-type: none"> a. Describe the contributions of 17th century English settlers who influenced the early political structure b. Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase <p>2. Defend the importance of civic participation as a citizen of Maryland</p> <ol style="list-style-type: none"> a. Identify various sources of information that are available to citizens to make political decisions b. Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering 	<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze how individuals' roles and perspectives shape the American political system</p> <ol style="list-style-type: none"> a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington b. Examine how the federalists and anti-federalist perspectives influenced government <p>2. Analyze the importance of civic participation as a citizen of the United States</p> <ol style="list-style-type: none"> a. Analyze the usefulness of various sources of information used to make political decisions b. Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering
<p>C. Protecting Rights and Maintaining Order</p> <p>1. Explain the rights and responsibilities of being a member of the school and the community</p> <ol style="list-style-type: none"> a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering 	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe rights and responsibilities of being a citizen in Maryland</p> <ol style="list-style-type: none"> a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the role of Maryland state judiciary system <p>2. Explain how Maryland government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> a. Describe the rule of law and explain how it impacts individuals and groups b. Describe the balance between private life and government in providing order and protecting rights 	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe individual rights and responsibilities in the United States</p> <ol style="list-style-type: none"> a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the power and responsibility of the Supreme Court including the power of judicial review <p>2. Evaluate how the United States government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> a. Explain the balance between providing for the common good and protecting individual rights b. Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security <p>3. Examine the principle of due process Describe the due process protections in the Bill of Rights</p>

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2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD –Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

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<p>A. Elements of Culture</p> <p>1. Analyze and describe elements of a multicultural setting</p> <p>a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language</p> <p>b. Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures</p>	<p>A. Elements of Culture</p> <p>1. Describe the various cultures of early societies of Maryland</p> <p>a. Define how culture influences people</p> <p>b. Describe the social, political and religious character of the earliest colonies</p> <p>c. Examine and describe the unique and diverse cultures of early native American societies</p> <p>d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</p>	<p>A. Elements of Culture</p> <p>1. Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p>
<p>B. Cultural Diffusion</p> <p>1. Identify and describe how individuals and groups share and borrow from other cultures</p> <p>a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures</p>	<p>B. Cultural Diffusion</p> <p>1. Analyze how Maryland society was influenced by the contributions of people and groups</p> <p>a. Describe the contributions of past Maryland leaders</p> <p>b. Describe the contribution of individuals and groups</p> <p>2. Describe cultural characteristics of various groups of people in Maryland</p> <p>a. Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times</p> <p>b. Site example of how various cultures borrow and share traditions</p>	<p>B. Cultural Diffusion</p> <p>1. Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>2. Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <p>a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p> <p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p>
<p>C. Conflict and Compromise</p> <p>1. Analyze how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as using concern, compassion, and respect among group members</p> <p>b. Explain how different points of view in school and community situations may result in compromise or conflict</p>	<p>C. Conflict and Compromise</p> <p>1. Evaluate how various perspectives of Marylanders can cause compromise and/or conflict</p> <p>a. Describe the differing historical conflicts such as between the Patriots and Loyalists</p> <p>b. Investigate the causes of contemporary conflict and compromises</p>	<p>C. Conflict and Compromise</p> <p>1. Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p>

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3.0 CONTENT STANDARD: GEOGRAPHY – Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.

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Grade 3	Grade 4	Grade 5
<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and construct meaning about places on Earth</p> <ol style="list-style-type: none"> Describe the purposes of a variety of maps and atlases, such as transportation, physical, and political maps Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author Identify and describe the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases 	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe the human and physical characteristics of those places</p> <ol 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/United States Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain Identify and locate natural/physical features and human-made features of the United States 	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ol style="list-style-type: none"> Use map elements to interpret and construct a variety of maps Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements Use photographs, maps, and drawings to describe geographic characteristics Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City
<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Compare places and regions around the world using geographic characteristics</p> <ol style="list-style-type: none"> Compare places and regions using geographic features Identify natural/physical and human-made features of places and regions Describe population distribution of places and regions such as rural and urban Describe how geographic characteristics of places and regions change over time and influence the way people live and work 	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe similarities and differences of regions by using geographic characteristics</p> <ol style="list-style-type: none"> Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution Describe how geographic characteristics of a place or region change over time and affect the way people live and work 	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine the similarities and differences of regions in Colonial America</p> <ol style="list-style-type: none"> Compare the natural/physical and human characteristics of the three colonial regions <ul style="list-style-type: none"> • New England • Middle • Southern Describe how geographic characteristics of a place or region changed from early settlements through the colonial period Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region

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<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas</p> <ol style="list-style-type: none"> a. Explain how transportation and communication networks connect places, people, and ideas b. Identify reasons for the movement of people from one community or region to another 	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States</p> <ol style="list-style-type: none"> a. Explain how geographic characteristics influenced settlement patterns in Maryland and the United States b. Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States d. Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal e. Identify the reasons for the movement of peoples to, from, and within Maryland and the United States 	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <ol style="list-style-type: none"> a. Explain how geographic characteristics influenced settlement patterns in Colonial America b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade
<p>D. Modifying and Adapting to the Environment</p> <p>1. Explain how people modify, protect and adapt to their environment</p> <ol style="list-style-type: none"> a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living b. Describe why and how people make decisions about protecting the environment c. Compare ways that people adapt to the environment for food, clothing, and shelter 	<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to, modify and impact the natural environment</p> <ol style="list-style-type: none"> a. Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter b. Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution d. Describe how land use and urban growth are influenced by governmental decisions 	<p>D. Modifying and Adapting to the Environment</p> <p>1. Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <ol style="list-style-type: none"> a. Compare ways Native American societies used the natural environment for food, clothing, and shelter b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems

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4.0 CONTENT STANDARD: ECONOMICS -Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider the cost benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning 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.

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Grade 3	Grade 4	Grade 5
<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people must make choices because re sources are limited relative to unlimited wants for goods and services</p> <ol style="list-style-type: none"> Explain why people must make economic choices Identify and apply the steps in the decision-making process Identify the opportunity cost of a choice or decision <p>2. Examine the production process</p> <ol style="list-style-type: none"> Explain how producers make choices because of limited natural, human, and capital resources Give examples of when limited resources affect the decisions producers make Describe steps in the production process to produce a product Explain how specialized work results in increased production 	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people must make choices because re sources are limited relative to economic wants for goods and services in Maryland, past and present</p> <ol style="list-style-type: none"> Identify opportunity cost of economic decisions made by individuals, businesses, and governments <p>2. Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland</p> <ol style="list-style-type: none"> Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers 	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people made choices because re sources were limited relative to economic wants for goods and services in Colonial America</p> <ol style="list-style-type: none"> Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed <p>2. Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <ol style="list-style-type: none"> Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services Describe how available resources affected specialization and trade Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants
<p>A. Scarcity and Economic Decision-making</p> <p>3. Examine how technology affects the way people live, work, and play</p> <ol style="list-style-type: none"> Describe how changes in technology have affected the lives of consumers, such as UPC bar codes, and online shopping Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines 	<p>A. Scarcity and Economic Decision-making</p> <p>3. Explain how technological changes have affected production and consumption in Maryland</p> <ol style="list-style-type: none"> Describe how changes in technology, such as refrigeration, impacted the lives of consumers Describe how entrepreneurship inspired technological changes and affected business productivity <p>4. Describe regional economic specialization in Maryland and the ways people live and work</p> <ol style="list-style-type: none"> Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore Describe how specialization results in the interdependence of people 	<p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected production and consumption in Colonial America</p> <ol style="list-style-type: none"> Explain how the development of new products and new technologies affected the way people lived Examine how technology has changed production such as wheat/grist mills <p>4. Analyze the consequences of specialized work on interdependence, trade, and economic growth</p> <ol style="list-style-type: none"> Analyze examples of regional specialization and how it contributed to economic growth through the colonies Explain specialization and interdependence using the triangular trade routes

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<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe different types of markets</p> <ol style="list-style-type: none"> a. Identify markets that are not face-to-face meetings, such as Internet shopping or catalog shopping b. Describe how countries around the world trade in the global market 	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of economics systems in Maryland</p> <ol style="list-style-type: none"> a. Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families b. Give examples of the kinds of goods and services produced in Maryland during different historical periods 	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of economic systems in colonial America</p> <ol style="list-style-type: none"> a. Identify examples of tradition, such as the economic roles of men and women b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Identify goods and services provided by the government and paid for by taxes</p> <ol style="list-style-type: none"> a. Classify goods and services according to who produces them, such as the government, business, or both <p>3. Describe how consumers acquire goods and services</p> <ol style="list-style-type: none"> a. Develop a budget indicating income and expenses b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance 	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Describe the role of government in regulating economic activity and providing goods and services</p> <ol style="list-style-type: none"> a. Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services b. Explain how local and state governments in Maryland provide goods and services and are paid for by taxes c. Give examples of government's rules and laws that affect how people in businesses work such as requiring licenses to drive and regulating resources <p>3. Examine the progression from a barter system to a money economy in Colonial America</p> <ol style="list-style-type: none"> a. Give examples of barter exchanges of goods and services in Maryland b. Give examples of contemporary money exchanges 	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Describe the role of British government on the colonial economy</p> <ol style="list-style-type: none"> a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes b. Evaluate the trade-offs of British protectionism <p>3. Describe the role of money and barter in the colonial trade</p> <ol style="list-style-type: none"> a. Compare the benefits of a money economy to a barter economy

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5.0 CONTENT STANDARD: HISTORY- Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.

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<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time</p> <ol style="list-style-type: none"> a. Develop a timeline of events in the community b. Explain the relationship among events in a variety of timelines <p>2. Investigate how people lived in the past using a variety of sources</p> <ol style="list-style-type: none"> a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents b. Compare family life in the local community by considering jobs, communication, and transportation 	<p>A. Individuals and Societies Change Over Time</p> <p>1. Analyze the chronology and significance of key historical events leading to early settlement in Maryland</p> <ol style="list-style-type: none"> a. Explain how and why the Maryland colony was established, including political and economic motives for coming to the new world b. Compare the development of places and regions, such as St. Mary’s City, Western Maryland, Kent Island, and Annapolis c. Describe the establishment of slavery and how it shaped life in Maryland <p>2. Compare Native American societies in Maryland before and after European colonization</p> <ol style="list-style-type: none"> a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians b. Describe Native American societies indigenous to Maryland after European contact 	<p>A. Individuals and Societies Change Over Time</p> <p>1. Analyze the chronology and significance of key historical events during the age of European exploration</p> <ol style="list-style-type: none"> a. Describe the origin, destination and goals of the North American explorers b. Evaluate the results of the interactions between European explorers and native peoples <p>2. Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <ol style="list-style-type: none"> a. Describe the major settlements in Roanoke, St. Augustine and Jamestown b. Analyze how key historical events impacted Native American societies
<p>B. Emergence, Expansion and Changes in Nations and Empires</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>2. Analyze the growth and development of colonial America</p> <ol style="list-style-type: none"> a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period
<p>B. Emergence, Expansion and Changes in Nations and Empires</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>

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Grade 3	Grade 4	Grade 5
C. Conflict between Ideas and Institutions	<p>C. Conflict between Ideas and Institutions</p> <p>1. Examine the consequences of interactions among groups and cultures in Maryland</p> <p>a. Describe Maryland colonists’ reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p> <p>2. Explain the political, cultural, economic and social changes in Maryland during the early 1800s</p> <p>a. Describe Maryland’s role in the War of 1812</p> <p>b. Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedoms</p>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Analyze the causes of the American Revolution</p> <p>a. Identify and sequence key events between the French and Indian War and the American Revolution</p> <p>b. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years’ War</p> <p>2. Analyze the effects of the American Revolution</p> <p>a. Analyze how the revolution altered colonial and national governments</p> <p>b. Describe individual freedoms that resulted from the formation of an independent nation</p>
C. Conflict between Ideas and Institutions	<p>C. Conflict between Ideas and Institutions</p> <p>3. Analyze regional differences in the Civil War and its effects on people in Maryland</p> <p>a. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave</p> <p>b. Explain why loyalties to the North and the South were divided in Maryland</p> <p>4. Analyze how the institution of slavery impacted individuals and groups in Maryland</p> <p>a. Compare the lives of slave families and free blacks</p> <p>b. Describe the anti-slavery movement in Maryland</p> <p>c. Describe the growth of the Underground Railroad</p>	C. Conflict between Ideas and Institutions
C. Conflict between Ideas and Institutions	C. Conflict between Ideas and Institutions	C. Conflict between Ideas and Institutions

Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Developing Questions & Planning Inquiries: *“The development of compelling and supporting questions is a sophisticated intellectual activity (C3, 2013, 24).”* Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6th grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12th grade, the students should be constructing their own compelling and supporting questions for inquiry.

To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.

FRAMEWORK

3-5

With teacher guidance,

A. Constructing Compelling Questions

1. Identify a disciplinary topic that requires further study
2. Identify possible questions for inquiry into the topic
3. Explain key disciplinary concepts and ideas associated with the compelling questions

B. Constructing Supporting Questions

1. Construct supporting questions that connect with the compelling question
2. Explain key disciplinary concepts and ideas associated with the supporting questions

C. Determining Helpful Sources

1. Identify the kinds of sources that will be helpful in answering the compelling or supporting questions
2. Identify how different opinions may affect how compelling and supporting questions are answered and how sources may reflect these interpretations

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Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Applying Disciplinary Concepts & Tools: This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

Civics: Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches the virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.

FRAMEWORK

3-5

With teacher guidance,

A. Civic and Political Institutions

Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified

B. Participation and Political Deliberation

1. Apply civic dispositions and skills when working with others
2. Apply civic dispositions and skills when participating in school and community settings
3. Use deliberative processes when making decisions or reaching judgments as a group.
4. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues

C. Processes, Rules, & Laws

Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified

Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Applying Disciplinary Concepts & Tools: This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

Economics: Effective economic decision making requires that students have a keen understanding of the ways in which individuals, business, government, and societies make decisions to allocate human capital, physical capital and natural resources among alternative uses.

FRAMEWORK

3-5

With teacher guidance,

A. Economic Decision Making

1. Compare the benefits and costs of individual choices
2. Apply the steps in the decision-making process to a financial situation

B. Exchange and Markets

(Begins in Grade 6)

C. The National Economy

(Begins in Grade 6)

D. The Global Economy

1. Investigate how social and cultural decisions affect the ecology and economy

Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Applying Disciplinary Concepts & Tools: This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

Geography: Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representation. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations.

FRAMEWORK

3-5

With teacher guidance,

A. Geographic Representations

1. Construct maps and other graphic representations of both familiar and unfamiliar places
2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics
3. Use maps of different scales to describe the locations of cultural and environmental characteristics

B. Human-Environment Interaction: Place, Region, and Culture

C. Human Population: Spatial Patterns and Movements

D. Global Interconnections: Changing Spatial Patterns

Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Applying Disciplinary Concepts & Tools: This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

History: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.

FRAMEWORK

3-5

With teacher guidance,

A. Change, Continuity, and Context

1. Create and use a chronological sequence of related events to compare developments that happened at the same time
2. Compare life in specific historical time periods to life today
3. Generate questions about individuals and groups who have shaped significant historical changes and continuities

B. Perspectives

1. Explain why individuals and groups during the same historical period differed in their perspectives
2. Explain connections among historical contexts and people’s perspectives at the time.
3. Describe how people’s perspectives shaped the historical sources they created

(Begins in Grade 9)

(Begins in Grade 9)

C. Historical Sources & Evidence

1. Summarize how different kinds of historical sources are used to explain events in the past
2. Compare information provided by different historical sources about the past
3. Infer the intended audience and purpose of a historical source from information within the source itself.
4. Generate questions about multiple historical sources and their relationships to particular historical events and developments
5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

D. Causation & Argumentation

1. Explain probable causes and effects of events and developments

(Begins in Grade 6)

3. Use evidence to develop a claim about the past

4. Summarize the central claim in a secondary work of history

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Maryland Social Studies Standards and Framework Grade 3-5

6.0 CONTENT STANDARD: SKILLS & PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Evaluating Sources & Using Evidence: *“Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.” (C 3, 2013, 53)*

FRAMEWORK

3-5

With teacher guidance,

A. Evaluating Sources

1. Gather multiple sources that may be relevant to the task
2. Describe and evaluate the origin, type, and context of each source in order to assess its value in answering the question
3. Distinguish between fact and opinion within the sources to determine the credibility of multiple sources
4. Identify credible, relevant information contained in the sources

B. Developing Claims & Using Forms

1. Identify evidence that draws information from multiple sources in response to compelling questions
2. Use evidence to develop claims in response to compelling questions

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Maryland Social Studies Standards and Framework Grade 3-5

6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Communicating and Critiquing Conclusions & Taking Informed Action: *“Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.”* (C3, 2013, 60)

Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.

To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)

3-5

With teacher guidance,

A. Communicating Conclusions

1. Construct arguments using claims and evidence from multiple sources
2. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
3. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essay, letters, debates, speeches, and reports) and digital technologies (e.g., internet, social media, and digital documentary)

B. Critiquing Conclusions

1. Critique arguments
2. Critique explanations

C. Taking Informed Action

1. Draw on disciplinary concepts to identify and explain local, regional, and global problems at various times and places
2. Explain different strategies and approaches they and others could take to address local, regional, and global problems
3. Use a range of deliberative and democratic procedures to make decision about and act on civic problems in their classrooms and schools

Maryland Social Studies Standards and Framework Grade 3-5

Connections to Maryland College and Career Ready Standards (MDCCRS)
• Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*
• Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).*
• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*
• With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*
• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MDCCR Anchor Standard W.1).*
• Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively. (MDCCR Anchor Standard SL 1).*

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