

Maryland State Social Studies Standards and Framework Pre-K – Grade 2

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.

PreK-3 STANDARD: CIVICS – Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens

FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules</p> <ol style="list-style-type: none"> a. Recognize why people have rules at home and at school b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom <p>2. Identify symbols and practices associated with the United States of America</p> <ol style="list-style-type: none"> a. Recognize symbols, such as the American flag b. Recognize that the Pledge of Allegiance is a practice that happens in school 	<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules</p> <ol style="list-style-type: none"> a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe b. Recognize rules help promote fairness, responsible behavior, and privacy <p>2. Identify symbols and practices associated with the United States of America</p> <ol style="list-style-type: none"> a. Identify common symbols, such as the American Flag, and Statue of Liberty b. Recognize that saying the Pledge of Allegiance and singing “The Star-Spangled Banner” are practices associated with being a citizen 	<p>A. The Foundations and Function of Government</p> <p>1. Explain the importance of rules</p> <ol style="list-style-type: none"> a. Explain how rules promote fairness, responsibility, and privacy in the school and community b. Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order <p>2. Identify and discuss the meaning of symbols and practices associated with the United States of America</p> <ol style="list-style-type: none"> a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty b. Describe how actions, such as pledging allegiance to the American flag and singing “The Star-Spangled Banner” and “America” are associated with being a citizen 	<p>A. The Foundations and Function of Government</p> <p>1. Explain how rules and laws are made and necessary to maintain order and protect citizens</p> <ol style="list-style-type: none"> a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order <p>2. Explain how democratic skills and attitudes are associated with being a responsible citizen</p> <ol style="list-style-type: none"> a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom

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Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>B. Individual and Group Participation in the Political System</p> <p>1. Recognize people important to the American political system</p> <p>a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Identify people important to the American political system</p> <p>a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president</p> <p>b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents’ Day</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Identify and describe people important to the American political system</p> <p>a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president</p> <p>b. Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents’ Day and Veterans’ Day</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>
<p>C. Protecting Rights and Maintaining Order</p> <p>1. Identify the roles, rights, and responsibilities of being a member of the family and school</p> <p>a. Identify roles of family members</p> <p>b. Identify the roles of members of the school, such as principal, teacher, and nurse</p> <p>c. Identify and discuss rights, responsibilities and choices in the classroom and family</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the roles, rights, and responsibilities of being a member of the family and school</p> <p>a. Describe the roles, rights, and responsibilities of family members</p> <p>b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers</p> <p>c. Identify and describe rights, and responsibilities in the classroom and family</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p> <p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the school and the community</p> <p>a. Recognize and describe how making choices affects self, family, school, and community</p> <p>b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns</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.

PreK-3 STANDARD: PEOPLES OF THE NATIONS AND WORLD -Students will understand how people in Maryland, the United States and around the world are alike and different.

FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others</p> <p>a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter</p>	<p>A. Elements of Culture</p> <p>1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique</p>	<p>A. Elements of Culture</p> <p>1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p> <p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p> <p>b. Discuss and respect traditions and customs of families in the community</p>	<p>A. Elements of Culture</p> <p>1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <p>a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories</p> <p>b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs</p>
<p>B. Cultural Diffusion</p>	<p>B. Cultural Diffusion</p>	<p>B. Cultural Diffusion</p> <p>1. Recognize that individuals and groups share and borrow from other cultures</p> <p>a. Identify how families choose to share and borrow traditions from other cultures</p>	<p>B. Cultural Diffusion</p> <p>1. Explain that individuals and groups share and borrow from other cultures to form a community</p> <p>a. Give examples of how families in the community share and borrow customs and traditions from other cultures</p>

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FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>C. Conflict and Compromise</p> <p>1. Identify how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work and play together at home and in school</p>	<p>C. Conflict and Compromise</p> <p>1. Demonstrate how groups of people interact</p> <p>a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school</p>	<p>C. Conflict and Compromise</p> <p>1. Explain how groups of people interact</p> <p>a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p>	<p>C. Conflict, Cooperation and Compromise</p> <p>1. Analyze ways in which people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p> <p>b. Analyze how different points of view in school situations may result in compromise or conflict.</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.

PreK-3 STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to understand location and its relationship to human activities.

FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>A. Using Geographic Tools</p> <p>1. Recognize that a globe and maps are used to help people locate places</p> <ol style="list-style-type: none"> Recognize that maps are models of places Recognize that a globe is a model of Earth Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs 	<p>A. Using Geographic Tools</p> <p>1. Identify and describe how a globe and maps can be used to help people locate places</p> <ol style="list-style-type: none"> Describe a globe as a model of Earth showing land and water Describe how maps are models showing physical features and/or human features of places Identify a location by using terms such as near-far, above-below, and here-there Identify pictures and photographs that represent places on a map such as, a playground and a fire station 	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe places on Earth</p> <ol style="list-style-type: none"> Locate the continents and oceans using maps and a globe Use photographs and pictures to describe a place Identify a place using bird's eye view Define map elements as parts of a map that make it easy to use Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west) 	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe places on Earth</p> <ol style="list-style-type: none"> Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map Identify the equator, poles, seven continents, four oceans, and countries on a map and globe Describe a place using bird's eye view, and satellite images, photographs, and pictures
<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Recognize that places in the immediate environment have specific physical and human-made features</p> <ol style="list-style-type: none"> Discuss that places have natural/physical features such as mountains, rivers, and hills Discuss that places have human-made features, such as streets, buildings, and parks 	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the immediate environment using natural/physical and human-made features</p> <ol style="list-style-type: none"> Recognize physical features as landforms and bodies of water using photographs and pictures Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams Using photographs and pictures, recognize human-made features as modifications people have made to the land Identify human-made features, such as buildings, sidewalks, streets, and bridges 	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the environment using geographic characteristics</p> <ol style="list-style-type: none"> Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life) Identify human characteristics of a place (human-made features, language, political system, how people make a living) Describe places by how people make a living and where they live 	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Classify places and regions in an environment using geographic characteristics</p> <ol style="list-style-type: none"> Identify natural/physical features and human-made features using maps and photographs Describe and classify regions using climate, vegetation, animal life, and natural/physical features Classify places as rural and urban Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter

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Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>C. Movement of People, Goods and Ideas</p> <p>1. Identify the role of transportation in the community</p> <ol style="list-style-type: none"> a. Recognize transportation as a means of traveling from place to place b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle 	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication link people and places</p> <ol style="list-style-type: none"> a. Identify ways that people travel on land, water, and air b. Explain how transportation is used to move goods and people from place to place c. Identify ways that people communicate messages 	<p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link people and places by the movement of goods, messages, and people</p> <ol style="list-style-type: none"> a. Identify how transportation links people and goods between places b. Explain how communication links people and messages between places 	<p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link places by the movement of people, goods, and ideas</p> <ol style="list-style-type: none"> a. Compare types of transportation used to move goods and people today and long ago b. Compare ways people communicate ideas today and long ago
<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to their immediate environment</p> <ol style="list-style-type: none"> a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather 	<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to and modify their immediate environment</p> <ol style="list-style-type: none"> a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather b. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests 	<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 shelter, such as clearing land for a housing community b. Describe why and how people protect the environment c. Explain how people adapt to changes in the environment, such as using less water in the drought 	<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 ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications b. Describe how and why people protect or fail to protect the environment c. Explain how people adapt to changes in the environment

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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.

PreK-3 STANDARD: ECONOMICS - Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>A. Scarcity and Economic Decision-making</p> <p>1. Recognize that people have to make choices because of unlimited economic wants</p> <ol style="list-style-type: none"> a. Identify that goods are things that people make or grow b. Demonstrate the ability to make a choice <p>2. Identify that materials/resources are used to make products</p> <ol style="list-style-type: none"> a. Recognize that workers do jobs in the home and school b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative <p>3. Explain how technology affects the way people live, work, and play</p> <ol style="list-style-type: none"> a. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food 	<p>A. Scarcity and Economic Decision-making</p> <p>1. Describe choices people make because of unlimited economic wants</p> <ol style="list-style-type: none"> a. Explain that goods are things that people make or grow b. Identify situations where people make choices <p>2. Identify that resources are used to make products</p> <ol style="list-style-type: none"> a. Recognize workers as human resources b. Describe some jobs and what is required to perform them c. Recognize that natural resources, such as water, trees, and plants are used to make products <p>3. Explain how technology affects the way people live, work, and play</p> <ol style="list-style-type: none"> a. Begin to be aware of technology and how it affects life 	<p>A. Scarcity and Economic Decision-making</p> <p>1. Describe economic choices people make about goods and services</p> <ol style="list-style-type: none"> a. Identify and discuss goods and services provided in the community b. Explain how getting something one wants may mean giving up something in return <p>2. Describe the production process</p> <ol style="list-style-type: none"> a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses b. Describe the skills people need for their work in the home, school, and community <p>3. Explain how technology affects the way people live, work, and play</p> <ol style="list-style-type: none"> a. Describe how tools and products have affected the way people live, work, or play 	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain why people have to make economic choices about goods and services</p> <ol style="list-style-type: none"> a. Identify and explain economic choices people make b. Identify and give examples of the positive and negative aspects of each choice c. Explain that choices have consequences, some of which are more important than others <p>2. Explain the production process</p> <ol style="list-style-type: none"> a. Identify the natural, capital, and human resources used in the production of a good or service b. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers <p>3. Examine how technology affects the way people live, work and play</p> <ol style="list-style-type: none"> a. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers b. Analyze why consumers use technology in their daily lives

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FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets</p> <p>a. Identify markets as places where buyers and sellers meet</p> <p>2. (Indicator begins in Grade 3)</p> <p>2. Identify how goods are acquired</p> <p>a. Identify that coins and bills are money</p> <p>b. Identify that money is used to buy goods</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets</p> <p>a. Describe how buyers and sellers make exchanges at the market</p> <p>2. (Indicator begins in Grade 3)</p> <p>2. Describe how goods are acquired</p> <p>a. Explain that money is one way to acquire goods</p> <p>b. Explain that trading is another way to acquire goods</p> <p>c. Recognize that goods have different values</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe types of markets in the community</p> <p>a. Explain how markets operate</p> <p>b. Identify markets in the local community, such as grocery stores, farmers’ markets, toy stores, and fast food restaurants</p> <p>2. (Indicator begins in Grade 3)</p> <p>2. Describe how goods and services are acquired</p> <p>a. Describe how people earn money by working at a job</p> <p>b. Compare goods that have different values, such as same item at different stores</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe different types of markets</p> <p>a. Describe different market situations where buyers and sellers meet to exchange goods and services</p> <p>b. Describe how people meet in market communities around the world, such as farmers’ markets and door-to-door sales</p> <p>2. (Indicator begins in Grade 3)</p> <p>2. Describe how consumers acquire goods and services</p> <p>a. Identify goods and services provided by businesses</p> <p>b. Identify goods and services provided by government</p> <p>c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders</p>

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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.

PreK-3 STANDARD: HISTORY-Students will use historical thinking skills to understand how individuals and events have changed society over time.

FRAMEWORK

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<p>A. Change over Time</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day</p>	<p>A. Change over Time</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Identify and describe events of the day in chronological order</p> <p>b. Describe daily events in terms of yesterday, today, and tomorrow</p> <p>2. Compare daily life and objects of today and long ago</p> <p>a. Compare tools and toys of the past with those of today</p> <p>b. Tell about people in the past using informational text and features</p> <p>c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community</p>	<p>A. Individuals and Societies Change over Time</p> <p>1. Examine differences between past and present time</p> <p>a. Use terms related to time to order events sequentially that have occurred in the school</p> <p>b. Classify events as belonging to past or present</p> <p>2. Compare people and objects of today and long ago</p> <p>a. Construct meaning from informational text and text features about the past</p> <p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time</p> <p>a. Develop a personal timeline in each students' life</p> <p>b. Describe the relationship among events in a variety of timelines</p> <p>2. Describe people, places and artifacts of today and long ago</p> <p>a. Gather and interpret information about the past from informational sources and biographies</p> <p>b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication</p>

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Pre-K – Grade 2

6.0 CONTENT: 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

PreK-2

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. Identify key disciplinary concepts and facts associated with the compelling questions

B. Constructing Supporting Questions

1. Construct supporting questions that connect with the compelling question
2. Identify key disciplinary concepts and facts 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

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).*
- With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*

* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards.

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6.0 CONTENT: 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

PreK-2

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 settings
3. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group
4. Compare their own point of view with others' perspectives

C. Processes, Rules, & Laws

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

Maryland State Social Studies Standards and Framework Pre-K – Grade 2

6.0 CONTENT: 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

PreK-2

With teacher guidance,

A. Economic Decision Making

1. Identify the benefits and costs of making various personal decisions
(Begins in Grade 3)

B. Exchange and Markets

(Begins in Grade 6)

C. The National Economy

(Begins in Grade 6)

D. The Global Economy

(Begins in Grade 3)

Maryland State Social Studies Standards and Framework Pre-K – Grade 2

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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

PreK-2

With teacher guidance,

A. Geographic Representations

1. Construct maps, graphs, and other representations of familiar places
2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them
3. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places

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

C. Human Population: Spatial Patterns and Movements

D. Global Interconnections: Changing Spatial Patterns

Maryland State Social Studies Standards and Framework Pre-K – Grade 2

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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

PreK-2

With teacher guidance,

A. Change, Continuity, and Context

1. Create a chronological sequence of multiple events
2. Compare life in the past to life today
3. Generate questions about individuals and groups who have shaped a significant historical change

B. Perspectives

1. Compare perspectives of people in the past to those of people in the present
(Begins in Grade 3)
3. Compare different accounts of the same historical event.
(Begins in Grade 9)

C. Historical Sources & Evidence

1. Identify different kinds of historical sources
2. Explain how historical sources can be used to study the past
3. Identify the maker, date, and place of origin for a historical source from information within the source itself
4. Generate questions about a particular historical source as it relates to a particular historical event or development
(Begins in Grade 3)

D. Causation & Argumentation

1. Generate possible reasons for an event or development in the past
(Begins in Grade 6)
3. Select which reason might be more likely than others to explain a historical event or development

(Begins in Grade 3)

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).*

* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards.

Maryland State Social Studies Standards and Framework Pre-K – Grade 2

6.0 CONTENT: 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

preK-2

With teacher guidance,

A. Evaluating Sources

1. Gather one or two sources that may be relevant to the task
2. Describe the source’s origin and type
3. Evaluate a source by distinguishing between fact and opinion
4. Identify relevant information contained in the sources

B. Developing Claims & Using Forms
(Begins in Grade 3)

2. Develop a claim in response to a compelling question

Connections to Maryland College and Career Ready Standards (MDCCRS)

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Maryland State Social Studies Standards and Framework Pre-K – Grade 2

6.0 CONTENT: 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.

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)

FRAMEWORK

preK-2

With teacher guidance,

A. Communicating Conclusions

1. Construct an argument with reasons.
2. Construct explanations using correct sequence and relevant information.
3. Present a summary of an argument using print, oral, and digital technologies

B. Critiquing Conclusions

1. Ask and answer questions about arguments
2. Ask and answer questions about explanations

C. Taking Informed Action

1. Identify and explain local problems and some ways in which people are trying to address these problems
2. Identify ways to take action to help address local problems
3. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms

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).*

* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards.

