



# Kindergarten Social Studies Framework

## Introduction

The Code of Maryland Regulations (COMAR) 13A.04.08.01, Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12 states that, “each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in Social Studies in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in Elementary social studies grades Prekindergarten – 5 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Kindergarten Social Studies Framework was released in September 2020.

## Course Overview

The Elementary Framework provides the foundational knowledge and skills necessary for young students to become empowered, informed, and socially responsible citizens. Through the study of history, geography, economics, and civics, students learn to interact with, and contribute to the world in which they live. Learning how to evaluate sources of information, craft arguments based on evidence, and take informed action helps students develop their civic identity and voice. Additionally, elementary social studies prepares students to meet the challenge of secondary social studies content and supports literacy development across subject areas. The elementary framework is designed to highlight opportunities in which the English language arts reading, writing, and speaking and listening standards can be integrated into the social studies class. In grades PreK - 3, content is organized within units of study that introduce and reinforce knowledge of the six Maryland State Social Studies Standards. In grades 4 -5, the state social studies standards are integrated into an overview of the history of the United States, using Maryland’s key figures and events as a lens into the national story. The framework broadens the historical narrative by including marginalized groups and encourages students to learn more about all members of their communities through the inquiry process.

To help students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

STANDARD	DESCRIPTION OF STANDARD
<b>Standard 1.0: Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0: Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0: Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

STANDARD	DESCRIPTION OF STANDARD
<b>Standard 4.0: Economics</b>	Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0: History</b>	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0: Skills and Processes</b>	Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

### Standard 6.0

The four dimensions of The Inquiry Arc are reflected in Maryland’s Standard 6.0:

1. **Developing Questions & Planning Inquiries** – constructing compelling and supporting questions, planning inquiries, and determining helpful sources.
2. **Applying Disciplinary Concepts & Tools** – applying the disciplinary concepts and tools of civics, geography, economics, and history.
3. **Evaluating Sources & Using Evidence** – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
4. **Communicating and Critiquing Conclusions & Taking Informed Action** – communicating and presenting claims, critiquing claims, and identifying ways to address problems in their communities.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

*The Inquiry Arc***ELA Integration**

Effective integration of English language arts standards into social studies curriculum affords students the opportunity to enrich their understanding of essential social studies content, develop civic reasoning, geographic and economic analysis, and historical thinking skills while simultaneously improving literacy development. When designing social studies units of study, teachers are encouraged to address ELA standards as they design instruction and assessment for the social studies standards. Additional detail regarding the indicators and objectives associated with Standard 6.0 can be found at [MSDE Social Studies homepage](#). Connections between Standard 6.0, media literacy, and English language arts standards in reading, writing, and speaking and listening can be found at the [MSDE English Language Arts homepage](#).

## Using this document:

The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

### Sample Unit Template

**Unit Enduring Understanding:** An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

**Unit Question:** A **unit question** connects the big ideas in the enduring understandings and essential questions to the period of study. Everything in the unit contributes to answering this question.

### Layout of Social Studies Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p>The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.</p>	<p><b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.</p>	<p><b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question.</p> <ul style="list-style-type: none"> <li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li> </ul>

**Layout of English Language Arts (ELA) Content**

<b>READING</b>	<b>WRITING</b>	<b>SPEAKING AND LISTENING</b>
<p>English language arts reading standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.</p>	<p>English language arts writing standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.</p>	<p>English language arts speaking and listening standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.</p>

## Unit 1: Civics

**Unit Enduring Understanding:** Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community.

**Unit Question:** What are the rights and responsibilities of people in a group, and those in authority?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Freedom	What does it mean to be free?	<p><b>Students will examine the concept of freedom by:</b></p> <ul style="list-style-type: none"> <li>• defining freedom as being able to choose what your life looks like without interference from others.</li> <li>• defining equality as the same freedoms that are held by all people.</li> <li>• defining equity as people having what they need to be successful regardless of their identities.</li> <li>• evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.</li> <li>• analyzing the collective responsibility to protect one another from the infringement upon freedom for others in our community.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p><b>Conflict and compromise</b></p>	<p><b>Why do Americans use compromise to resolve conflicts?</b></p>	<p><b>Students will examine the role of conflict and compromise by:</b></p> <ul style="list-style-type: none"> <li>• identifying school or community conflicts that require working with groups to resolve.</li> <li>• identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</li> <li>• identifying that in the United States, individuals and groups have the ability to address problems in their community.</li> <li>• explaining that individuals and people in authority compromise whenever possible to resolve conflict.</li> <li>• exploring how compromise is used in civic life at home, school, and community.</li> <li>• creating an action plan for how compromise could address a school conflict.</li> </ul>
<p><b>Rules</b></p>	<p><b>Why do we have rules at home, at school and in our community?</b></p>	<p><b>Students will analyze the how groups and people in authority use rules to promote the common good by:</b></p> <ul style="list-style-type: none"> <li>• explaining that rules serve to support order and protect individual rights.</li> <li>• comparing rules at home, school, and community.</li> <li>• explaining why rules are different based on location.</li> <li>• exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice.</li> <li>• creating a list of rules to support a just classroom.</li> <li>• evaluating classroom rules for their ability to promote freedom, equality and equity.</li> </ul>



**ELA Integration**

READING	WRITING	SPEAKING AND LISTENING
<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p>

READING	WRITING	SPEAKING AND LISTENING
<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

## Unit 2: Geography

**Unit Enduring Understanding:** Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture.

**Unit Question:** What makes my school community special?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Place	What makes our school community's location special?	<p><b>Students will be able to explain how location makes their community special by:</b></p> <ul style="list-style-type: none"> <li>• locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</li> <li>• describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>• identifying continents and oceans near and far from Maryland on maps and on a globe.</li> <li>• locating key physical features and human-made features in their school community using maps and other geographic tools.</li> <li>• describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west).</li> <li>• drawing the school's community using bird's eye view that includes important landmarks in a school or community.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<b>Human and Environmental Interaction</b>	<b>How does where we live impact how we live?</b>	<p><b>Students will analyze the unique human and environmental interactions in their school community by:</b></p> <ul style="list-style-type: none"> <li>• contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>• describing why and how people in Maryland protect the environment.</li> <li>• explaining how people adapt to changes in the environment.</li> </ul>
<b>Movement of People, Goods and Ideas</b>	<b>How do movement of goods and ideas influence the growth of community?</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <ul style="list-style-type: none"> <li>• explaining how transportation links goods and people both near and far.</li> <li>• explaining how communication links people to ideas both near and far.</li> <li>• identifying goods and ideas that make their community special and come from both near and far.</li> </ul>

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<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

## Unit 3: Economics

**Unit Enduring Understanding:** Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources.

**Unit Question:** How do choices impact us?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Scarcity	Why can't we have everything we want in school?	<p>Students will analyze the role of scarcity in their lives by:</p> <ul style="list-style-type: none"> <li>explaining why people can't have everything they want using classroom and school examples.</li> <li>identifying natural and human productive resources in schools.</li> <li>explaining why natural and human productive resources are limited in schools.</li> </ul>
Choice	How can we make good choices?	<p>Students will analyze decision making by:</p> <ul style="list-style-type: none"> <li>determining that people make choices because of limited resources.</li> <li>identifying that incentives influence the choices we make.</li> <li>explaining that the consequences of choices lie in the future.</li> <li>identifying choices they have made and the incentives that motivated them.</li> <li>identifying the consequences of choices made in their past.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Trade	Why do people trade?	<p><b>Students will analyze trade by:</b></p> <ul style="list-style-type: none"> <li>• identifying barter as a form of trade.</li> <li>• explaining that people benefit when they trade voluntarily.</li> <li>• describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>
Financial Literacy	How do people choose their jobs and careers?	<p><b>Students will analyze choices made regarding career paths by:</b></p> <ul style="list-style-type: none"> <li>• identifying jobs and careers in their community.</li> <li>• inquiring about choices that were made in order for people in their community to have certain jobs and careers.</li> <li>• identifying the personal characteristics and interests that are needed for certain jobs and careers.</li> </ul>

**ELA Integration**

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<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p>



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<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p>	
<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
<p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>		

## Unit 4: History

**Unit Enduring Understanding:** Historians use tools to understand the past.

**Unit Question:** How can we learn about the past?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Chronology	How do we organize time?	<p><b>Students will analyze change over time in school by:</b></p> <ul style="list-style-type: none"> <li>analyzing school schedules to determine past, present, and future.</li> <li>classifying activities of the day, week, and month according to themes.</li> <li>constructing personal timelines that show events from the past, present, and dreams for the future.</li> </ul>
Life in the Past	How is our school different today than in the past?	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from schools in the past.</li> <li>comparing images and text descriptions of schools from the past with today.</li> <li>explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>

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