

Voluntary State Curriculum  
Social Studies

1.0 CONTENT STANDARD: POLITICAL SCIENCE- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<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 <b>citizens</b>, and provide <b>services</b></p> <p>a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting <b>citizens</b> and maintaining order</p> <p>b. Explain the consequences of violating rules and laws</p> <p>c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government</p>	<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> <p>a. Describe how the colony of Maryland was established and governed including the establishment of <b>rule of law</b> and power with <b>authority</b>, such as <b>Proprietorships</b>, Royal Governor, and early <b>General Assembly</b></p> <p>b. Explain the importance of the Office of the Governor and the <b>Court of Appeals</b></p> <p>c. Outline the structure and function of the <b>Maryland General Assembly</b> and the roles of <b>state senators</b> and <b>delegates</b></p>	<p>A. The Foundations and Function of Government</p> <p>1. Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe’s philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as <b>rule of law, limited government, consent of the governed, popular sovereignty, representative democracy</b>, and the limitation of power influenced our founding documents</p> <p>d. 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>	<p>A. The Foundations and Function of Government</p> <p>1. Examine the necessity and purpose of government in early world history</p> <p>a. Identify and compare forms of government and various distributions of power, such as those found in ancient <b>civilizations</b>, dynastic China, <b>absolute</b> and <b>constitutional monarchies</b></p> <p>b. Summarize the positions taken on government by political philosophers from early <b>civilizations</b> through the Middle Ages</p>	<p>A. The Foundations and Function of Government</p> <p>1. Analyze the characteristics and structure of various systems of government around the world</p> <p>a. Describe and compare the advantages and disadvantages of <b>limited governments</b>, such as <b>representative democracy</b> and <b>parliamentary democracy</b></p> <p>b. Compare the advantages and disadvantages of unlimited government, such as <b>authoritarian</b> and <b>dictatorships</b></p> <p>c. Explain and demonstrate how <b>nation-states</b> interact with each other</p> <p>d. Using multi-perspectives, describe and trace how past events assisted or impeded the development of nations, such as the founding of Israel, the break up of the Soviet Union</p>	<p>A. The Foundations and Function of Government</p> <p>1. Investigate the evolution of the U.S. political system as expressed in the United States <b>Constitution</b></p> <p>a. Compare the <b>confederate</b> form of government under the <b>Articles of Confederation</b> with the <b>federal</b> form under the <b>Constitution</b></p> <p>b. Explain and summarize the principles of <b>federalism, popular sovereignty, rule of law, consent of the governed, separation of powers, checks and balances, majority rule, limited government</b> and how they protect individual rights and impact the functioning of government</p> <p>c. Compare how the powers and functions of the three branches of government are divided and how they are shared to protect <b>popular sovereignty</b></p> <p>d. Explain and summarize how the supremacy of the national government was defined by events, such as Shay’s Rebellion and early decisions of the <b>Supreme Court</b>, such as <b>McCulloch v. Maryland</b> (1819)</p> <p>e. Evaluate the role and responsibility of a legislator in a <b>representative democracy</b></p> <p>f. Analyze the impact of precedence in the office of the President, such as the establishment of a <b>cabinet</b> and <b>foreign policy</b></p> <p>g. Summarize an individual’s legal obligations to obey the law, pay taxes, serve on a <b>jury</b> and serve as a witness</p>

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<p>A. The Foundations and Function of Government</p> <p>2. Explain how certain practices are connected with the <b>democratic principles</b> (skills, attitudes, and dispositions) of being a <b>citizen</b></p> <p>a. Identify and explain democratic <b>principles</b>, such as individual rights and responsibilities, patriotism, <b>common good</b>, <b>justice</b> and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic <b>principles</b></p>	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the documents, and democratic ideas that developed in the Maryland Colony</p> <p>a. Analyze how colonial law influenced individuals in Maryland and other colonies, such as <b>indentured servants contracts, Tolerance Acts of 1649, Maryland Charter of 1632</b></p> <p>b. Describe how the Maryland State <b>Constitution</b> includes democratic principles and values</p>	<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> <p>a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses</p> <p>b. Analyze the successes and failures in meeting the challenges of governing under <b>Articles of Confederation</b></p> <p>c. Explain the significance of principles in the development of the Declaration of Independence, <b>Articles of Confederation, Preamble, U.S. Constitution</b> and the <b>Bill of Rights</b></p> <p>d. Describe the three branches of government and their individual powers and responsibilities, such as <b>separation of powers</b> and <b>checks and balances</b></p>	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems</p> <p>a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, <b>Hammurabi’s Code</b>, Greek <b>city-states</b>, Roman <b>Republicanism</b>, and the <b>British Constitution (Magna Carta, English Bill of Rights)</b></p> <p>b. Examine the decline of <b>feudalism</b> and the emergence of <b>monarchies</b></p>	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices that are the foundations of political systems around the world</p> <p>a. Examine and report examples of historic events, documents and practices that have influenced individuals and groups around the world, such as the <b>UN Declaration of Rights</b>, German reunification, the formation of <b>NATO</b>, and <b>Apartheid</b></p>	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the impact of historic documents and practices that became the foundations of the American political system during the early national period</p> <p>a. Evaluate the power and <b>authority</b> of the government on individuals</p> <p>b. Identify the principles in European historic documents and show their connections to the development of American political ideology such as <b>Magna Carta</b> and <b>English Bill of Rights</b></p> <p>c. Explain how the philosophies of Hobbes, Locke and Montesquieu influenced the principles that shaped United States government</p> <p>d. Describe the significance of principles in the development of the <b>Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution</b> and the <b>Bill of Rights</b></p> <p>e. Describe the major debates and <b>compromises</b> that occurred during the Constitutional Convention and interpret their effects on the <b>ratification</b> process</p> <p>f. Describe the development of political parties and their effects on elections and political life</p> <p>g. Evaluate the significance of the <b>Civil War Amendments</b> (13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup>) and how they protected individual rights</p>

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<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> <p>a. Analyze perspectives and policies in Maryland regarding historic and current public issues</p> <p>b. 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>	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of colonial government regarding public policy and issues</p> <p>a. 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</p> <p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p>	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of <b>institutions</b> and governments in early world history regarding public policy and issues</p> <p>a. Describe the conflict between the church and the <b>state</b> in the formation and implementation of policy</p> <p>b. Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the <b>Crusades</b>, the growth of <b>trade</b></p>	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of governments around the world regarding public policy and issues</p> <p>a. Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns</p> <p>b. Analyze the effects that different world issues have on shaping international responses, such as rainforest conservation, pollution, climate change, and energy sources (oil drilling, coal, nuclear)</p>	<p>A. The Foundations and Function of Government</p> <p>3. Evaluate roles and policies of the United States government regarding public policy and issues</p> <p>a. Examine the effect that national interests have on shaping government policy, such as the <b>abolitionist</b> movement and slavery, states' rights, and regional commerce</p> <p>b. Evaluate regional and international perspectives regarding the formation and implementation of public policy, such as <b>Washington's Farewell Address</b>, <b>Monroe Doctrine</b>, westward expansion, <b>sectionalism</b>, plantation holders in the South v. the industrialists in the North</p>

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<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Explain how people and events have contributed to the American political system</p> <ol style="list-style-type: none"> <li>a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council</li> <li>b. Describe the contributions of people who contributed to the <b>common good</b> of society</li> </ol> <p>2. Analyze the role of individual and group participation in creating a supportive community</p> <ol style="list-style-type: none"> <li>a. Explain the decision making process used to accomplish a community goal or solve a community problem</li> <li>b. Explain the roles and responsibilities of effective citizens in a political process</li> <li>c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations</li> </ol>	<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Analyze how individuals and groups contributed to the political system in Maryland</p> <ol style="list-style-type: none"> <li>a. Describe the contributions of of 17<sup>th</sup> century English settlers who influenced the early political structure</li> <li>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</li> </ol> <p>2. Defend the importance of civic participation as a <b>citizen</b> of Maryland</p> <ol style="list-style-type: none"> <li>a. Identify various sources of information that are available to <b>citizens</b> to make political decisions</li> <li>b. Analyze ways people can participate in the political process including voting, <b>petitioning</b> elected officials, and volunteering</li> </ol> <p style="text-align: center;"><i>58. There Ought to be a Law</i></p>	<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Analyze how individuals' roles and perspectives shape the American political system</p> <ol style="list-style-type: none"> <li>a. Examine the contributions of people associated with the drafting of the <b>Declaration of Independence</b> and the framing of the <b>Constitution</b>, such as James Madison, Thomas Jefferson, John Jay, and George Washington</li> <li>b. Examine how the <b>federalists</b> and <b>anti-federalist</b> perspectives influenced government</li> </ol> <p>2. Analyze the importance of civic participation as a <b>citizen</b> of the United States</p> <ol style="list-style-type: none"> <li>a. Analyze the usefulness of various sources of information used to make political decisions</li> <li>b. Compare ways people can participate in the political process including voting, <b>petitioning</b> elected officials, and volunteering</li> </ol> <p style="text-align: center;"><i>58. There Ought to be a Law</i></p>	<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history</p> <ol style="list-style-type: none"> <li>a. Compare methods used in early world history to change governments, such as coups, elections and revolts</li> <li>b. Examine the role of <b>citizens</b> in Greek <b>city-states</b> and the <b>Roman Republic</b>/Empire</li> <li>c. Examine how religion shaped and influenced government policy</li> </ol> <p>2. Analyze the importance of civic participation as a <b>citizen</b> of early world history</p> <ol style="list-style-type: none"> <li>a. Analyze the usefulness of various sources of information used to make political decisions</li> <li>b. Explain why common people did not have a voice in ancient civilizations</li> </ol>	<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions</p> <ol style="list-style-type: none"> <li>a. Compare methods used to change governments, such as coups, elections and revolts</li> <li>b. Evaluate ways <b>citizens</b> use, monitor and influence the formation and implementation of <b>public policy</b></li> <li>c. Describe how political parties and <b>special interest groups</b> influence and change government policy, such as third parties, and non-governmental organizations</li> <li>d. Analyze the role of <b>media</b> and public opinion in shaping government policy and action</li> </ol> <p style="text-align: center;"><i>58. There Ought to be a Law</i></p> <p>2. Analyze the importance of civic participation as a citizen of the world</p> <ol style="list-style-type: none"> <li>a. Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers</li> <li>b. Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age</li> </ol>	<p><b>B. Individual and Group Participation in the Political System</b></p> <p>1. Analyze the influence of individuals and groups on shaping public policy</p> <ol style="list-style-type: none"> <li>a. Analyze the influence of the <b>media</b> on political life</li> <li>b. Evaluate ways the <b>citizens</b> should use, monitor and influence the formation and implementation of <b>public policy</b></li> <li>c. Examine the roles and functions of <b>political parties</b> in the American system of government</li> <li>d. Explain how the <b>media, interest groups</b>, and public opinion affected elected officials and government policy prior to the Civil War</li> </ol> <p>2. Defend the importance of civic participation as a <b>citizen</b> of the United States</p> <ol style="list-style-type: none"> <li>a. Evaluate ways people can participate in the political process including voting, analyzing the media, <b>petitioning</b> elected officials, and volunteering</li> <li>b. Analyze the concept of <b>citizenship</b> and explain how the concept has changed from colonial times through Reconstruction</li> <li>c. Evaluate how various groups provide opportunities for individuals to participate in the political process</li> </ol>

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<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> <p>a. Describe the responsibilities of being an effective <b>citizen</b>, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe rights and responsibilities of being a <b>citizen</b> in Maryland</p> <p>a. Describe responsibilities associated with certain basic rights of <b>citizens</b>, such as freedom of speech, religion, and press, and explain why these responsibilities are important</p> <p>b. Describe the role of Maryland state <b>judiciary system</b></p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe individual rights and responsibilities in the United States</p> <p>a. Describe responsibilities associated with certain basic rights of <b>citizens</b>, such as freedom of speech, religion, and press, and explain why these responsibilities are important</p> <p>b. Describe the power and responsibility of the <b>Supreme Court</b> including the power of <b>judicial review</b></p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Analyze the individual rights and responsibilities in an ancient world civilization</p> <p>a. Describe the importance of <b>citizenship</b> in ancient Rome and Greece</p> <p>b. Describe the significance of Hammurabi’s Code and how it defined rights of <b>citizens</b></p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Examine the rights and responsibilities of being a <b>citizen</b> of the world</p> <p>a. Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and the elimination of poverty.</p> <p>b. Explain how international rules and laws protect individual rights and protect the <b>common good</b>, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Examine the impact of governmental decisions on individual rights and responsibilities in the United States</p> <p>a. Describe responsibilities associated with certain basic rights of <b>citizens</b>, such as freedom of speech, religion, and press, and explain why these responsibilities are important</p> <p>b. Explain how rules and laws protect individual rights and protect the <b>common good</b></p> <p>c. Explain the significance of the landmark U.S. <b>Supreme Court</b> case <i>Marbury v. Madison</i> which established <b>judicial review</b></p> <p>d. Describe the expansion of the powers of the national government in the decision of the landmark U.S. <b>Supreme Court</b> case <i>McCulloch v. Maryland</i></p>

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<p>C. Protecting Rights and Maintaining Order</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Explain how Maryland government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>a. Describe the <b>rule of law</b> and explain how it impacts individuals and groups</li> <li>b. Describe the balance between private life and government in providing order and protecting rights</li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Evaluate how the United States government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>a. Explain the balance between providing for the <b>common good</b> and protecting individual rights</li> <li>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</li> </ol> <p>3. Examine the principle of <b>due process</b></p> <ol style="list-style-type: none"> <li>a. Describe the <b>due process</b> protections in the <b>Bill of Rights</b></li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>a. Explain how the <b>Roman Republic</b> and the rule of the Senate affected individuals and groups</li> <li>b. Compare power and <b>authority</b> of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek <b>city-states</b></li> <li>c. Examine the balance between providing for the <b>common good</b> of the manor v. the rights of the individual serfs</li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Analyze how governments, organizations, and policies around the world protect or fail to protect the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>a. Analyze how the definition of the <b>common good</b> differs in limited and unlimited governments</li> <li>b. Debate the need to balance between providing for the <b>common good</b> and how protecting individual rights differ in governments around the world</li> <li>c. Describe the role of international organizations and policies in maintaining order during a time of crisis, such as the <b>International Red Cross/Red Crescent</b>, the <b>United Nations</b>, the Geneva Conventions, and the <b>World Health Organization</b></li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Explain how the United States government protected or failed to protect the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>a. Describe significance and effects of the <b>Emancipation Proclamation</b></li> <li>b. Describe methods that were used to deny <b>civil rights</b> to women, African Americans and Native Americans</li> <li>c. Examine the use of Presidential power in Lincoln’s suspension of the <b>writ of habeas corpus</b></li> </ol> <p>3. Examine the principle of <b>due process</b></p> <ol style="list-style-type: none"> <li>a. Identify how <b>due process</b> of law protects individuals</li> <li>b. Describe the <b>due process</b> protections in the <b>Bill of Rights</b> and the <b>14th Amendment</b></li> </ol>

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2.0 CONTENT STANDARD: PEOPLES OF THE NATION AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and 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 <b>cultures</b> 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 <b>cultures</b></p>	<p>A. Elements of Culture</p> <p>1. Describe the various <b>cultures</b> of early <b>societies</b> of Maryland</p> <p>a. Define how <b>culture</b> 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 <b>cultures</b> of the Native Americans with the European settlers and their influences on each other</p> <p><i>90. Native Ways</i> <i>90. Native Ways; Enrichment</i></p>	<p>A. Elements of Culture</p> <p>1. Describe the various <b>cultures</b> of colonial societies and how the <b>environment</b> 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 <b>migration</b> and the difficulties they encountered in early settlements</p>	<p>A. Elements of Culture</p> <p>1. Describe characteristics that historians use to organize people into <b>cultures</b></p> <p>a. Describe how location and environment influenced early world <b>cultures</b></p> <p>b. Describe and compare elements of <b>culture</b> such as art, music, religion, government, social structure, education, values, beliefs and customs, from <b>civilizations</b> in early world history</p> <p>c. Describe the social, political, and religious character of <b>societies</b> in early world history</p> <p><i>17. People of the Forest; Part A</i> <i>92. A Look at Lifestyles; Part B</i></p>	<p>A. Elements of Culture</p> <p>1. Analyze characteristics that are used to organize people into <b>cultures</b></p> <p>a. Apply understandings of the elements of <b>culture</b> to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs</p> <p>b. Describe the characteristics of a <b>sovereign nation</b>, such as the legitimate use of <b>authority</b>, <b>autonomy</b> and establishment of borders</p> <p>c. Describe the characteristics of <b>democratic</b> and <b>authoritarian</b> societies</p> <p><i>49. Tropical Treehouse; Part C</i></p>	<p>A. Elements of Culture</p> <p>1. Analyze how America became a diverse <b>society</b></p> <p>a. Describe the influence of religious tolerance and intolerance in the colonies</p> <p>b. Describe how the colonies developed into diverse <b>states</b> reflecting various cultural elements</p> <p>c. Explain the interaction of <b>cultures</b> in Antebellum America</p>

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

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<p><b>B. Cultural Diffusion</b></p> <p>1. Identify and describe how individuals and groups share and borrow from other <b>cultures</b></p> <p>a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other <b>cultures</b></p>	<p><b>B. Cultural Diffusion</b></p> <p>1. Analyze how Maryland <b>society</b> 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 <b>traditions</b></p>	<p><b>B. Cultural Diffusion</b></p> <p>1. Analyze how native societies were influenced by the diverse <b>cultures</b> of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how <b>cultures</b> changed as a result of Native American, African, and European interaction</p> <p><i>92. A Look at Lifestyles; Parts B and C</i></p> <p>2. Analyze how increased diversity in the colonies resulted from immigration, <b>settlement patterns</b> 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 <b>traditions</b> and <b>technology</b></p>	<p><b>B. Cultural Diffusion</b></p> <p>1. Explain how cultural <b>diffusion</b> influenced the development of <b>cultures</b></p> <p>a. Identify cultural groups within a region in early world history</p> <p>b. Describe factors that resulted in cultural <b>diffusion</b>, such as <b>trade</b>, conflict and <b>migration</b></p> <p>c. Describe interactions that promoted or failed to promote relationships between groups, <b>civilizations</b>, <b>empires</b>, and <b>nations</b></p> <p>2. Analyze how increased diversity in early world history resulted from immigration, <b>settlement patterns</b> and economic development</p> <p>a. Examine the practices and beliefs of world religions and philosophies including <b>monotheism</b> and <b>polytheism</b></p> <p>b. Describe the impact of various religions on a <b>civilization</b>, such as its effect on political, economic and social systems</p>	<p><b>B. Cultural Diffusion</b></p> <p>1. Analyze how diverse <b>cultures</b> shape a <b>pluralistic</b> society</p> <p>a. Identify cultural groups within a contemporary world <b>region</b></p> <p>b. Describe how <b>migration</b> contributes to the diversity of nations and <b>regions</b></p> <p>c. Analyze how cultural <b>diffusion</b> is influenced by factors, such as <b>trade</b>, <b>migration</b>, immigration and conflict</p> <p>2. Examine how increasing diversity in global <b>societies</b> results from immigration, settlement, and economic development</p> <p>a. Examine policies related to human rights, such as foreign aid, <b>subsidies</b> to developing countries, <b>ethnic persecution</b> and <b>economic sanctions</b></p> <p>b. Examine contemporary world wide concerns that affect international relationships, such as world health, nation building, national security, and human rights</p>	<p><b>B. Cultural Diffusion</b></p> <p>1. Analyze how America continued to evolve into a society consisting of diverse <b>cultures</b>, <b>customs</b>, and <b>traditions</b></p> <p>a. Describe the effects of cultural exchange and interactions among Europeans, Africans, and Native Americans on the development of the United States</p> <p>b. Examine how the diversity of the United States represents a blending of cultures and ideas from around the world</p> <p>2. Describe how the increased diversity of American <b>culture</b> resulted from immigration, settlement, and economic development in the United States</p> <p>a. Analyze consequences of immigration including <b>assimilation</b>, and <b>Nativism</b></p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<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 groups 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 <b>compromise</b> or conflict</p>	<p>C. Conflict and Compromise</p> <p>1. Evaluate how various perspectives of Marylanders can cause <b>compromise</b> 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 <b>compromises</b></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 <b>compromises</b> among differing groups of people during the Constitutional Convention</p>	<p>C. Conflict and Compromise</p> <p>1. Analyze factors that affected relationships in early world history</p> <p>a. Examine the causes and effects of social, economic, and political conflict such as the <b>Crusades</b></p> <p>b. Describe the impact of <b>trade</b> and migration on the exchange of ideas and beliefs</p>	<p>C. Conflict and Compromise</p> <p>1. Analyze major sources of tension, cooperation, and conflict in the world and the efforts that have been made to address them</p> <p>a. Evaluate causes of conflict in the global community, such as <b>Apartheid</b>, the acquisition of <b>natural resources</b>, the decline of <b>communism</b>, <b>ethnic persecution</b>, and domestic and international terrorism</p> <p>b. Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among <b>regions</b>, such as the <b>United Nations</b>, the <b>International Red Cross/Red Crescent</b>, <b>United States Agency for International Development</b> and other humanitarian organizations</p> <p>c. Analyze and describe efforts by <b>nations</b> to promote cooperation within and among those <b>regions</b>, such as the creation of the <b>International Monetary Fund</b>, <b>North American Free Trade Agreement</b>, <b>World Bank</b>, <b>European Union</b> and world-wide healthcare <b>initiatives</b></p>	<p>C. Conflict and Compromise</p> <p>1. Analyze factors that affected relationships in the United States prior to 1877</p> <p>a. Examine examples of conflict and <b>compromise</b> among different ethnic, religious, and gender groups</p> <p>b. Describe how cultural, economic and political differences contributed to <b>sectionalism</b></p> <p>c. Describe various reform movements, such as abolition, women’s rights, and education</p> <p>d. Describe the effects of early industrialization on individuals and families</p>

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3.0 CONTENT STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate and construct meaning about <b>places</b> on Earth</p> <p>a. Describe the purposes of a variety of maps and atlases, such as transportation, <b>physical</b>, and <b>political</b> maps</p> <p>b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, <b>legend/key</b>, date, and author</p> <p>c. Identify and describe the <b>location</b> of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases</p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate <b>places</b> and describe the <b>human</b> and <b>physical characteristics</b> of those <b>places</b></p> <p>a. Construct and interpret a variety of maps using <b>map elements</b></p> <p>b. Use photographs, maps, charts, graphs, and atlases to describe <b>geographic characteristics</b> of Maryland/United States</p> <p>c. Identify and locate <b>natural/physical features</b> and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</p> <p>d. Identify and locate <b>natural/physical features</b> and human-made features of the United States</p> <p><i>49. Tropical Treehouse; Part B</i> <i>55. Planning the Ideal Community; Parts A and B</i></p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate places and describe <b>human</b> and <b>physical characteristics</b> in Colonial America</p> <p>a. Use <b>map elements</b> to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify <b>natural/physical features</b> of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe <b>geographic characteristics</b></p> <p>d. Compare geographic locations and <b>geographic characteristics</b> of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate <b>places</b> and describe the <b>human</b> and <b>physical characteristics</b> in early world history</p> <p>a. Use maps to compare geographic locations of <b>civilizations</b> from world history to:</p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Africa including Egypt, Nubia/Kush and sub-Saharan Africa</li> <li>• Indus River Valley</li> <li>• Northern China</li> <li>• Greeks and Romans</li> <li>• Mesoamerican, such as the Incas, Mayans and Aztecs</li> </ul> <p>b. Use photographs and <b>thematic maps</b>, to identify and describe <b>physical and human characteristics</b> of early <b>civilizations</b></p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate places and describe the <b>human</b> and <b>physical characteristics</b> in the contemporary world</p> <p>a. Use maps to compare geographic locations of <b>places</b> and <b>regions</b></p> <p>b. Use photographs and <b>thematic maps</b> to compare <b>human</b> and <b>physical characteristics</b> of <b>places</b> and <b>regions</b></p> <p>c. Analyze geographic issues and problems</p> <p><i>29. Rain Reasons</i> <i>82. Resource-Go-Round; Parts A and B</i> <i>84. The Global Climate; Part A</i></p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to analyze geographic issues and problems prior to 1877</p> <p>a. Use thematic maps to locate <b>places</b> and describe the <b>human</b> and <b>physical characteristics</b>, such as <b>settlement patterns, migration, population density, transportation, and communication networks</b></p> <p>b. Explain interrelationships among <b>physical</b> and <b>human characteristics</b> that shaped the <b>nation</b></p> <p>c. Analyze <b>thematic maps</b> to determine <b>demographic</b> and economic information about a <b>region</b></p>

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3.0 CONTENT STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Compare <b>places and regions</b> around the world using <b>geographic characteristics</b></p> <ol style="list-style-type: none"> <li>Compare <b>places and regions</b> using geographic <b>features</b></li> <li>Identify natural/physical and human-made features of places and regions</li> <li>Describe <b>population distribution</b> of places and regions such as rural and urban</li> <li>Describe how <b>geographic characteristics</b> of <b>places and regions</b> change over time and influence the way people live and work</li> </ol>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe similarities and differences of <b>regions</b> by using <b>geographic characteristics</b></p> <ol style="list-style-type: none"> <li>Compare <b>physical characteristics</b> of different <b>places and regions</b> of Maryland and the United States including <b>natural/physical features</b>, weather and climate, soil, vegetation, minerals and animal life</li> <li>Compare <b>human characteristics</b> of different <b>places and regions</b> of Maryland the United States, including <b>human-made features</b>, language, religions, political systems, economic activity, and <b>population distribution</b></li> <li>Describe how <b>geographic characteristics</b> of a <b>place</b> or <b>region</b> change over time and affect the way people live and work</li> </ol> <p><i>20. Environmental exchange Box</i> <i>40. Then &amp; Now; Parts A and B</i> <i>95. By the Rivers of Babylon; Part B</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine the similarities and differences of <b>regions</b> in Colonial America</p> <ol style="list-style-type: none"> <li>Compare the <b>natural/physical and human characteristics</b> of the three colonial <b>regions</b> <ul style="list-style-type: none"> <li>• New England</li> <li>• Middle</li> <li>• Southern</li> </ul> </li> <li>Describe how <b>geographic characteristics</b> of a <b>place</b> or <b>region</b> changed from early settlements through the colonial period</li> <li>Explain how <b>geographic characteristics</b> affect how people live and work, and the population <b>distribution</b> of a <b>place</b> or <b>region</b></li> </ol> <p><i>70. Soil Stories; Enrichment</i> <i>95. By the Rivers of Babylon; Part B</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine how <b>physical and human characteristics</b> shape the identity of <b>places and regions</b> and influence the development of <b>civilizations</b> in world history</p> <ol style="list-style-type: none"> <li>Identify and describe <b>physical characteristics</b> that influenced human settlement</li> <li>Explain how <b>physical characteristics</b> of a <b>place</b> influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world</li> <li>Explain how human perceptions of and interactions with the <b>environment</b> changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</li> </ol> <p><i>94. By the Rivers of Babylon</i> <i>94. By the Rivers of Babylon; Enrichment</i> <i>95. Did You Notice? Part B</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Analyze interrelationships among <b>physical and human characteristics</b> that shape the identity of places and <b>regions</b> around the world</p> <ol style="list-style-type: none"> <li>Identify and describe <b>physical characteristics</b> that influenced human settlement</li> <li>Explain how <b>physical and human characteristics</b> of a <b>region</b> such as vegetation, climate, minerals, population density and religion, affect its <b>economic growth</b> and the way people make a living</li> <li>Analyze how regional characteristics and interests including economic development, climate, and the <b>environmental</b> impact government policies</li> <li>Identify <b>geographic factors</b> that have influenced international relations and economic development in world <b>regions</b>, such as trade, infrastructure, and health issues</li> </ol> <p><i>14. Renewable or Not? Enrichment</i> <i>49. Tropical Treehouse; Part C</i> <i>70. Soil Stories; Enrichment</i> <i>94. By the Rivers of Babylon</i> <i>94. By the Rivers of Babylon; Enrichment</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Analyze how <b>geographic characteristics</b> influenced the <b>location</b> and development of <b>regions</b> in the United States prior to 1877</p> <ol style="list-style-type: none"> <li>Analyze how <b>geographic characteristics</b> influenced the <b>location</b> and development of economic activities, such as farming, lumbering, fur trading, whaling and the rise of the industry in the early national period</li> <li>Describe how changes in transportation systems, such as roads, canals and railroads affected the expansion of <b>trade</b> and settlement</li> <li>Analyze how <b>geographic characteristics</b> stimulated regional <b>growth</b>, such as the purchase of the Louisiana Territory</li> </ol>

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3.0 CONTENT STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication networks link <b>places</b> through the <b>movement</b> of people, <b>goods</b>, and ideas</p> <p>a. Explain how transportation and communication networks connect <b>places</b>, people, and ideas</p> <p>b. Identify reasons for the <b>movement</b> of people from one community or <b>region</b> to another</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze <b>population</b> growth, migration, and <b>settlement patterns</b> in Maryland and regions of the United States</p> <p>a. Explain how geographic characteristics influenced <b>settlement patterns</b> in Maryland and the United States</p> <p>b. Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States</p> <p>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 &amp; O Railroad, the Port of Baltimore, and C &amp; O Canal</p> <p>e. Identify the reasons for the movement of peoples to, from, and within Maryland and the United States</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze <b>population</b> growth, <b>migration</b> and <b>settlement patterns</b> in Colonial America</p> <p>a. Explain how <b>geographic characteristics</b> influenced <b>settlement patterns</b> in Colonial America</p> <p>b. Analyze the consequences of <b>migration</b> between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States</p> <p>c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze <b>population</b> growth, <b>migration</b> and <b>settlement patterns</b> in early world history</p> <p>a. Identify reasons why people migrate, such as economic opportunity, climate, and political reasons</p> <p>b. Explain how the development of transportation and communication networks influenced the movement of people, <b>goods</b> and ideas from place to place, such as <b>trade</b> routes in Africa, Asia and Europe, and the spread of Islam</p> <p>c. Describe how <b>economic systems</b> and cultural <b>diffusion</b> help to shape patterns of human <b>settlement</b> and interaction</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze <b>population</b> growth, <b>migration</b> and <b>settlement patterns</b> in contemporary world regions</p> <p>a. Identify reasons why people migrate, such as economic opportunity, climate, political reasons and government policies</p> <p>b. Evaluate the consequences of <b>migration</b> and <b>settlement</b> in various <b>regions</b> of the world, such as employment, changes in population and cultural diversity/conflict</p> <p>c. Explain how regional population patterns, trends, and projections affect the environment and influence government policies</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Analyze population growth, <b>migration</b> and <b>settlement patterns</b> in the United States prior to 1877</p> <p>a. Explain why Americans migrated west, such as fertile soil, minerals, and economic opportunity, and the impact on that <b>region</b></p> <p>b. Describe the effects of the influx of <b>immigrants</b> on the United States</p> <p>c. Explain how the regional demographic factors of <b>constituents</b>, such as race, ethnicity, education, occupation, and wealth affect public policy and voting issues</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>D. Modifying and Adapting to the Environment</p> <p>1. Explain how people modify, protect and adapt to their <b>environment</b></p> <p>a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living</p> <p>b. Describe why and how people make decisions about protecting the <b>environment</b></p> <p>c. Compare ways that people adapt to the environment for food, clothing, and shelter</p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to, modify and impact the natural <b>environment</b></p> <p>a. Compare ways Native American societies in Maryland used the natural <b>environment</b> for food, clothing, and shelter</p> <p>b. Describe ways and reasons people in Maryland and the United States modify the natural <b>environment</b> and the consequences of modifications</p> <p>c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution</p> <p>d. Describe how land <b>use</b> and <b>urban growth</b> are influenced by governmental decisions</p> <p><i>14. Renewable or Not? Part B</i>  <i>32. A Forest of Many Uses; Part A</i>  <i>36. Pollution Search; Part A</i>  <i>40. Then and Now; Parts A and B</i>  <i>55. Planning the Ideal Community; Enrichment</i>  <i>88. Life on the Edge; Part A</i>  <i>89. Trees for Many Reasons; Part A</i>  <i>95. Did You Notice? Part B</i></p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Explain why and how people adapt to and modify the natural <b>environment</b> and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural <b>environment</b> for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern <b>regions</b> adapted to and modified the <b>environment</b>, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their <b>environments</b> and how these modifications sometimes created environmental problems</p> <p><i>92. A look at Lifestyles; Part B</i>  <i>95. Did You Notice? Part B</i></p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people modify their natural <b>environment</b> and the impact of those modifications</p> <p>a. Describe ways people modified their <b>environment</b> to meet their needs, such as cultivating lands, building roads, dams, and aqueducts</p> <p>b. Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of <b>natural resources</b> and evaluate the consequences of those actions</p> <p><i>4. Sounds Around, Part C</i>  <i>49. Tropical Treehouse; Enrichment</i>  <i>88. Life on the Edge; Part A</i>  <i>91. In the Good Old Days</i>  <i>91. In the Good Old Days; Enrichment</i>  <i>92. A look at Lifestyles; Part C</i>  <i>94. By the Rivers of Babylon</i>  <i>94. By the Rivers of Babylon; Enrichment</i>  <i>95. Did You Notice? Part B</i></p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people in contemporary world regions modify their natural <b>environment</b> and the impact of those modifications</p> <p>a. Identify <b>trade offs</b> of using resources to pursue economic opportunities v. preserving the <b>environment</b>, such as water use, the burning of fossil fuels, deforestation, and strip mining</p> <p>b. Evaluate the consequences of modifying the natural <b>environment</b>, such as desertification, air pollution, and climate change</p> <p>c. Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels</p> <p>d. Explain how land use and <b>environmental</b> issues such as burning the rain forest and <b>environmental</b> preservation are addressed by government policy</p> <p><i>4. Sounds Around, Part C</i>  <i>12. Invasive Species</i>  <i>12. Invasive Species; Enrichment</i>  <i>33. Forest Consequences</i>  <i>50. 400-Acre Wood</i>  <i>50. 400-Acre Wood; Enrichment</i>  <i>84. The Global Climate; Parts A and B</i>  <i>86. Our Changing World; Parts A and B</i>  <i>88. Life on the Edge; Part A</i>  <i>89. Trees for Many Reasons; Parts A and B</i>  <i>94. By the Rivers of Babylon</i></p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people in the United States modify their natural <b>environment</b> and the impact of those modifications</p> <p>a. Analyze the <b>trade offs</b> of using resources to pursue economic opportunities v. preserving the <b>environment</b>, such as westward movement</p> <p>b. Explain the consequences of modifying the natural <b>environment</b>, such as soil erosion, loss of soil fertility and over -fishing</p> <p>c. Identify and explain land use issues that illustrate the conflict between economic growth and using the <b>environment</b></p> <p>d. Analyze how land use was managed by the federal government such as the Land Ordinance of 1785 and the Northwest Ordinance of 1787</p> <p><i>4. Sounds Around, Part C</i>  <i>12. Invasive Species</i>  <i>12. Invasive Species; Enrichment</i>  <i>33. Forest Consequences</i>  <i>50. 400-Acre Wood</i>  <i>50. 400-Acre Wood; Enrichment</i>  <i>84. The Global Climate; Parts A and B</i>  <i>86. Our Changing World; Parts A and B</i>  <i>88. Life on the Edge; Part A</i>  <i>89. Trees for Many Reasons; Parts A and B</i>  <i>94. By the Rivers of Babylon</i></p>

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4.0 CONTENT STANDARD: ECONOMICS – Students will 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.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people must make choices because <b>resources</b> are limited relative to unlimited wants for <b>goods</b> and <b>services</b></p> <ol style="list-style-type: none"> <li>a. Explain why people must make economic choices</li> <li>b. Identify and apply the steps in the <b>decision-making process</b></li> <li>c. Identify the <b>opportunity cost</b> of a choice or decision</li> </ol> <p>2. Examine the <b>production</b> process</p> <ol style="list-style-type: none"> <li>a. Explain how <b>producers</b> make choices because of limited <b>natural, human, and capital resources</b></li> <li>b. Give examples of when limited <b>resources</b> affect the decisions <b>producers</b> make</li> <li>c. Describe steps in the <b>production</b> process to produce a product</li> <li>d. Explain how <b>specialized</b> work results in increased <b>production</b></li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people must make choices because <b>resources</b> are limited relative to <b>economic wants</b> for <b>goods</b> and <b>services</b> in Maryland, past and present</p> <ol style="list-style-type: none"> <li>a. Identify <b>opportunity cost</b> of <b>economic decisions</b> made by individuals, businesses, and governments</li> </ol> <p><i>14. Renewable or Not? Part B</i></p> <p>2. Explain how limited <b>economic resources</b> are used to produce <b>goods</b> and <b>services</b> to satisfy <b>economic wants</b> in Maryland</p> <ol style="list-style-type: none"> <li>a. Describe how <b>scarcity</b> and the availability of <b>economic resources</b> determine what is produced and the effects on <b>consumers</b></li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people made choices because <b>resources</b> were limited relative to <b>economic wants</b> for <b>goods</b> and <b>services</b> in Colonial America</p> <ol style="list-style-type: none"> <li>a. Identify the <b>opportunity cost</b> of <b>economic decisions</b>, such as whether or not to buy products on which British taxes were imposed</li> </ol> <p>2. Analyze how limited <b>economic resources</b> were used to satisfy <b>economic wants</b> in Colonial America</p> <ol style="list-style-type: none"> <li>a. Describe how limited resources and unlimited <b>economic wants</b> caused colonists to choose certain <b>goods</b> and <b>services</b></li> <li>b. Describe how available resources affected <b>specialization</b> and <b>trade</b></li> <li>c. Analyze how changing from a British colony to an independent nation affected <b>economic resources, production, and economic wants</b></li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people made choices because <b>resources</b> relative to <b>economic wants</b> to <b>goods</b> and <b>services</b> in the context of early world history</p> <ol style="list-style-type: none"> <li>a. Identify <b>opportunity cost</b> of <b>economic decisions</b> made by individuals and groups such as the decision to engage in <b>trade</b></li> </ol> <p>2. Analyze how scarce <b>economic resources</b> were used to satisfy <b>economic wants</b> in early world history</p> <ol style="list-style-type: none"> <li>a. Identify ways people have used resources to meet <b>economic wants</b> such as domesticating agriculture</li> <li>b. Describe how available resources affected <b>specialization</b> and <b>trade</b></li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Analyze the decisions that people made because <b>resources</b> were limited relative to <b>economic wants</b> for <b>goods</b> and <b>services</b> in contemporary world regions</p> <ol style="list-style-type: none"> <li>a. Identify the <b>opportunity cost</b> of economic <b>decisions</b> made by individuals, businesses, and governments such as decisions about investing in education</li> </ol> <p>2. Analyze how <b>scarcity</b> of <b>economic resources</b> affects <b>economic choices</b> in contemporary world regions</p> <ol style="list-style-type: none"> <li>a. Describe how goals of countries affect the use of <b>resources</b> in the pursuit of <b>economic growth, and sustainable development</b></li> <li>b. Identify <b>tradeoffs</b> made in economic decisions by <b>producers</b> and <b>consumers</b></li> <li>c. Explain how available <b>resources</b> affect <b>specialization</b> and <b>trade</b></li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Analyze the decisions that people made because <b>resources</b> were limited relative to <b>economic wants</b> for <b>goods</b> and <b>services</b> in America</p> <ol style="list-style-type: none"> <li>a. Describe the <b>opportunity cost</b> of <b>economic decisions</b> by individuals, businesses, and governments in the U.S. through 1877, such as the decision about territorial acquisition</li> </ol> <p>2. Analyze how <b>scarcity</b> affected economic <b>choices</b> prior to 1877</p> <ol style="list-style-type: none"> <li>a. Compare how scarce <b>resources</b> affected the decisions of <b>consumers</b> and <b>producers</b> in different <b>regions</b> of the United States</li> <li>b. Describe the importance of economic freedom and economic equity on growth in the North and South prior to 1860</li> <li>c. Evaluate socio-<b>economic goals</b> in the North and South after to the Civil War</li> </ol>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Scarcity and Economic Decision-making</p> <p>3. Examine how <b>technology</b> affects the way people live, work, and play</p> <p>a. Describe how changes in <b>technology</b> have affected the lives of <b>consumers</b>, such as UPC bar codes, and online shopping</p> <p>b. Describe how changes in <b>technology</b> have affected lives of <b>producers</b>, such as robot-powered assembly lines</p>	<p>A. Scarcity and Economic Decision-making</p> <p>3. Explain how technological changes have affected <b>production</b> and <b>consumption</b> in Maryland</p> <p>a. Describe how changes in <b>technology</b>, such as refrigeration, impacted the lives of <b>consumers</b></p> <p>b. Describe how <b>entrepreneurship</b> inspired technological changes and affected business productivity</p> <p>4. Describe regional economic <b>specialization</b> in Maryland and the ways people live and work</p> <p>a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore</p> <p>b. Describe how <b>specialization</b> results in the interdependence of people</p>	<p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected <b>production</b> and <b>consumption</b> in Colonial America</p> <p>a. Explain how the development of new products and new <b>technologies</b> affected the way people lived</p> <p>b. Examine how <b>technology</b> has changed <b>production</b> such as wheat/grist mills</p> <p>4. Analyze the consequences of specialized work on <b>interdependence</b>, <b>trade</b>, and <b>economic growth</b></p> <p>a. Analyze examples of regional <b>specialization</b> and how it contributed to economic growth through the colonies</p> <p>b. Explain <b>specialization</b> and <b>interdependence</b> using the triangular <b>trade</b> routes</p>	<p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected <b>consumption</b> and <b>production</b> in early world history</p> <p>a. Give examples of how <b>technology</b> changed <b>consumption</b> and provided greater access to <b>goods</b> and <b>services</b></p> <p>b. Examine why <b>technology</b> has changed <b>production</b> such as the development of the printing press</p> <p>4. Examine how <b>specialization</b>, <b>interdependence</b> and <b>trade</b> affected the <b>production</b> of <b>goods</b> and <b>services</b> in early world history</p> <p>a. Analyze examples of regional <b>specialization</b> that resulted from <b>economic resources</b>, such as silk <b>production</b>, bronze casting and terraced farming</p> <p>b. Describe the effects of agricultural surplus and job <b>specialization</b> on the emergence of early towns and cities in various parts of the world</p> <p>c. Identify African and Eurasian <b>trade</b> routes to explain how surplus <b>goods</b> and regional <b>specialization</b> resulted in economic <b>interdependence</b></p>	<p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes have affected the <b>consumption</b> and <b>production</b> in the contemporary world</p> <p>a. Give examples of how <b>technology</b> has changed <b>consumption</b> of <b>goods</b> and <b>services</b>, such as the development of computers</p> <p>b. Examine why <b>technology</b> has changed job skills and the influenced productivity</p> <p>4. Compare the levels of <b>specialization</b> and <b>economic development</b> in different parts of the contemporary world</p> <p>a. Analyze examples of <b>specialization</b> that result from <b>economic resources</b></p> <p>b. Describe the <b>standard of living</b> and the quality of life in a world <b>region</b> using data, such as <b>Gross National Product (GNP)</b>, <b>Gross Domestic Product (GDP)</b>, per capita income and the <b>Human Development Index (HDI)</b></p> <p>c. Identify factors that have influenced economic development in various <b>regions</b>, such as individuals, corporations, <b>natural resources</b>, technology, military power, population growth, international organizations, infrastructure and public health issues</p>	<p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected <b>production</b> in the United States prior to 1877</p> <p>Describe the effects of new <b>technology</b> and resource use on <b>economic growth</b>, such as factories, machinery, roads and the telegraph</p> <p>Examine why and how <b>technology</b> and <b>production</b> in the industrial North influenced the outcome of the Civil War</p> <p>4. Analyze economic activities, economic decisions, and <b>specialization</b> before and after the Civil War</p> <p>a. Describe how differences between the agrarian South and the industrial North heightened tensions</p> <p>b. Examine the importance of population growth, <b>specialization</b> and <b>trade</b> to economic development prior to the Civil War</p> <p>c. Describe the economic opportunities and obstacles faced by different individuals and groups of people before and after the Civil War</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe different types of <b>markets</b></p> <p>a. Identify <b>markets</b> that are not face-to-face meetings, such as Internet shopping or catalog shopping</p> <p>b. Describe how countries around the world trade in the global <b>market</b></p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of <b>economic systems</b> in Maryland</p> <p>a. Provide examples of <b>tradition</b> in the Maryland economy, such as businesses and skills that are handed down through families</p> <p>b. Give examples of the kinds of <b>goods</b> and <b>services</b> produced in Maryland during different historical periods</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of <b>economic systems</b> in colonial America</p> <p>a. Identify examples of <b>tradition</b>, such as the economic roles of men and women</p> <p>b. Describe examples of <b>command</b> decisions, such as the imposition of the Stamp Act and the Tea Act</p> <p>c. Analyze a <b>market</b> economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of <b>economic systems</b> in early world societies</p> <p>a. Describe how various early world societies answer the basic question of what, how, and for whom to produce</p> <p>b. Describe examples of <b>tradition</b> in economies such as the <b>economic</b> roles of men and women in tribal societies</p> <p>c. Describe examples of <b>command</b> in economies, such as the feudal system</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Evaluate the types of <b>economic systems</b> in countries throughout the contemporary world</p> <p>a. Examine how different <b>economic systems, traditional, command, market, and mixed</b> answer the basic <b>economic</b> question of what, how, and for whom to produce</p> <p>b. Describe examples of decisions in (traditional economies, such as the economic roles of men and women</p> <p>c. Describe examples of <b>command</b> modern economies, such as government ownership of land and other <b>resources</b></p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Evaluate the types of <b>economic systems</b> prior to 1877</p> <p>a. Analyze how 19<sup>th</sup> century societies answered the basic question of what, how, and for whom to produce</p> <p>b. Analyze how the characteristics of a <b>market</b> economy affected the economic development of the 19<sup>th</sup> century such as the role of entrepreneurs, markets, and competition</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Identify <b>goods</b> and <b>services</b> provided by the government and paid for by <b>taxes</b></p> <p>a. Classify <b>goods</b> and <b>services</b> according to who produces them, such as the government, business, or both</p> <p>3. Describe how consumers acquire <b>goods</b> and <b>services</b></p> <p>a. Develop a <b>budget</b> indicating income and expenses</p> <p>b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Describe the role of government in regulating <b>economic</b> activity and providing <b>goods</b> and <b>services</b></p> <p>a. Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services</p> <p>b. Explain how local and state governments in Maryland provide <b>goods</b> and <b>services</b> and are paid for by <b>taxes</b></p> <p>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> <p>3. Examine the progression from a <b>barter</b> system to a <b>money</b> economy in Colonial America</p> <p>a. Give examples of <b>barter</b> exchanges of goods and services in Maryland</p> <p>b. Give examples of contemporary money exchanges</p>	<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> <p>a. Explain how colonists were forced to change their purchasing habits based on the <b>scarcity</b> of goods imposed by taxes</p> <p>b. Evaluate the <b>trade-offs</b> of British <b>protectionism</b></p> <p>3. Describe the role of <b>money</b> and <b>barter</b> in the colonial trade</p> <p>a. Compare the benefits of a <b>money</b> economy to a <b>barter</b> economy</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Describe the transition from <b>feudalism</b> and the manor system to the development of early towns</p> <p>a. Explain how the growth and management of towns, <b>guilds</b>, and the banking system were affected by <b>technology</b> and agriculture</p> <p>b. Analyze how the <b>guild</b> system addressed changes in the economy, such as dictating price and <b>production</b></p> <p>3. Describe the importance of <b>medium of exchange</b> in early world history</p> <p>a. Explain how societies used <b>mediums of exchange</b> to facilitate <b>trade</b> and help their economies grow</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Analyze the role of government in the <b>economies</b> of contemporary societies</p> <p>a. Explore how government spending and <b>taxation</b> influence an economy's ability to grow and provide jobs and <b>services</b></p> <p>b. Evaluate the <b>trade-offs</b> of government regulations</p> <p>c. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure and providing <b>public goods</b> and <b>services</b></p> <p>d. Examine the impact of regulatory agencies in different countries, such as, consumer behavior such as air traffic management and environmental protection</p> <p>3. Describe the <b>money</b> and banking systems in various countries in the contemporary world</p> <p>a. Explain why a stable <b>money</b> and banking system is necessary for an economy to grow and prosper</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Analyze the role of government in the U.S. economy prior to 1877</p> <p>a. Give examples of how government spending and <b>taxation</b> influenced the U.S economy's ability to grow and provide jobs, such as the expansion of the railroad system</p> <p>b. Explain how the protection of private property rights, regulation of <b>trade</b>, imposition of <b>taxes</b>, and creation of a <b>monetary system</b> are included in the <b>Constitution</b></p> <p>c. Examine ways in which the government influenced the economy such as spending, taxing and acquisition of territories</p> <p>3. Describe the effects of government actions on the banking system prior to 1877</p> <p>a. Explain the effects of the boom and bust cycles on <b>economic growth</b> and <b>stability</b></p> <p>b. Describe the effects of the absence of a national banking system on <b>economic stability</b>, such as the effects of the Panic of 1837</p>

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5.0 CONTENT STANDARD: HISTORY-Students will 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 around the world.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time            Develop a timeline of events in the community            Explain the relationship among events in a variety of timelines</p> <p>2. Investigate how people lived in the past using a variety of sources</p> <p>a. Collect and examine information about people, <b>places</b>, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents</p> <p>b. Compare family life in the local community by considering jobs, communication, and transportation</p>	<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            Explain how and why the Maryland colony was established, including political and economic motives for coming to the new world            Compare the development of <b>places</b> and <b>regions</b>, such as St. Mary’s City, Western Maryland, Kent Island, and Annapolis            Describe the establishment of <b>slavery</b> and how it shaped life in Maryland</p> <p>2. Compare Native American societies in Maryland before and after European colonization</p> <p>a. Identify the development of indigenous societies from the Pale- Indians to the Woodland Indians</p> <p>b. Describe Native American societies indigenous to Maryland after European contact</p>	<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> <p>a. Describe the origin, destination and goals of the North American explorers</p> <p>b. Evaluate the results of the interactions between European explorers and native peoples</p> <p>2. Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <p>a. Describe the major settlements in Roanoke, St. Augustine and Jamestown</p> <p>b. Analyze how key historical events impacted Native American societies</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies</p> <p>a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal <b>migration</b> and vegetation cycles and the shift from food gathering to food-producing activities</p> <p>b. Explain how and why towns and cities grew from early human settlements, including the need for security and government</p> <p>2. Examine the emergence, growth and decline of empires in the Americas</p> <p>a. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs</p>	<p>A. Individuals and Societies Change Over Time</p>	<p>A. Individuals and Societies Change Over Time</p>



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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<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>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>3. Analyze the emergence, expansion and decline of the Roman Empire</p> <ol style="list-style-type: none"> <li>a. Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary</li> <li>b. Explain the transition from Roman <b>Republic</b> to Roman Empire including the social structure, significance of <b>citizenship</b> and the development of political <b>institutions</b></li> <li>c. Summarize the factors that led to the decline of the Roman Empire</li> </ol> <p><i>94. By the Rivers of Babylon; Enrichment</i></p> <p>4. Compare the dynasties and empires in ancient China</p> <ol style="list-style-type: none"> <li>a. Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang</li> <li>b. Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties</li> <li>c. Analyze China’s cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia</li> </ol> <p><i>94. By the Rivers of Babylon; Enrichment</i></p> <p>5. Analyze the emergence, growth and decline of African Empires</p> <ol style="list-style-type: none"> <li>a. Describe the contributions of major African monarchies, cities, and <b>trade</b> networks, such as Ghana, Mali and Songhai</li> <li>b. Analyze the cultural and economic impact of African regional and worldwide <b>trade</b> routes</li> <li>c. Summarize the factors that led to the decline of the African empires</li> </ol>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>3. Evaluate westward movement in the United States before 1877</p> <ol style="list-style-type: none"> <li>a. Explain the political, economic, and social factors that motivated people to move west</li> <li>b. Describe the government strategies used to acquire territory</li> <li>c. Analyze the impact of westward movement on relations with Native Americans, such as <b>treaty</b> relations, land acquisition and the policy of Indian Removal</li> </ol> <p>4. Analyze patterns of immigration to the United States before 1877</p> <ol style="list-style-type: none"> <li>a. Identify the <b>push and pull factors</b> responsible for immigration to the United States, such as the forced <b>migration</b> of Africans and Western European <b>migration</b></li> <li>b. Analyze the consequences of the rapid settlement of California and Oregon</li> </ol> <p>5. Analyze the political, economic, and social goals of Reconstruction</p> <ol style="list-style-type: none"> <li>a. Explain the goals and policies of the various Reconstruction plans</li> <li>b. Explain how the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> <b>Amendments</b> addressed the issue of <b>civil rights</b> through <b>abolition</b>, the granting of <b>citizenship</b>, and the right to vote</li> <li>c. Identify the legal and illegal actions used to deny African-Americans <b>civil rights</b></li> <li>d. Evaluate the social and economic impact of sharecropping, tenant farming and the <b>Freedman’s Bureau</b> in the post Civil War South</li> </ol>

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5.0 CONTENT STANDARD: HISTORY- Students will 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 around the world.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Conflict between Ideas and Institutions</p>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Examine the consequences of interactions among groups and <b>cultures</b> 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, <b>slavery</b>, B&amp;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>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Analyze the effect of interactions between civilizations in early world history</p> <p>a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek <b>city-states</b>, and Latin Empires</p> <p>b. Analyze the causes of the rise and fall, expansion and contraction of political entities and <b>nation-states</b></p> <p>2. Analyze the major <b>traditions, customs</b>, and beliefs of Hinduism and Buddhism and their expansion throughout Asia</p> <p>a. Describe the major traditions, customs and beliefs of Buddhism</p> <p>b. Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India</p>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Analyze the major sources of tension and conflict in the contemporary world</p> <p>a. Describe how the changes in political structures impacted individuals and groups</p> <p>b. Examine the impact of philosophies and policies of leaders in the modern world</p> <p>2. Analyze the major traditions, customs and beliefs of world religions and their expansion</p> <p>a. Explain how the establishment of religions in areas caused conflict</p> <p>b. Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East</p>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Examine and explain the role of religious, social and political <b>institutions</b> in America at the end of the American Revolution</p> <p>a. Analyze the political effects of the American Revolution on American society and <b>culture</b></p> <p>b. Describe the evolution of the American system of government from a <b>confederal</b> to a <b>federal</b> system of government</p> <p>c. Describe how unresolved social, economic, and political issues impacted <b>disenfranchised</b> groups</p> <p>2. Analyze the emerging <b>foreign policy</b> of the United States</p> <p>a. Explain why the United States adopted a policy of <b>neutrality</b> prior to the War of 1812</p> <p>b. Explain how the continuing conflict between Great Britain and France influenced the domestic and <b>foreign policy</b> of the United States</p> <p>c. Evaluate the origins and provisions of the Monroe Doctrine and explain how it influenced foreign affairs</p> <p>d. Explain causes and effects of the Mexican-American War</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Conflict between Ideas and Institutions</p>	<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> <ol style="list-style-type: none"> <li>a. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave</li> <li>b. Explain why loyalties to the North and the South were divided in Maryland</li> </ol> <p>4. Analyze how the institution of slavery impacted individuals and groups in Maryland</p> <ol style="list-style-type: none"> <li>a. Compare the lives of slave families and free blacks</li> <li>b. Describe the anti-<b>slavery</b> movement in Maryland</li> <li>c. Describe the growth of the Underground Railroad</li> </ol>	<p>C. Conflict between Ideas and Institutions</p>	<p>C. Conflict between Ideas and Institutions</p> <p>3. Analyze the emergence and expansion of Islamic <b>civilization</b></p> <ol style="list-style-type: none"> <li>a. Analyze the major <b>traditions, customs,</b> and beliefs of Islam</li> <li>b. Describe causes and consequences of the expansion of Islam into other <b>regions</b>, such as Southwest Asia, Southeast Asia, North Africa, Europe and India</li> </ol> <p>4. Analyze the changes in the European society during the Middle Ages</p> <ol style="list-style-type: none"> <li>a. Analyze the major <b>traditions, customs,</b> and beliefs of Christianity</li> <li>b. Explain the origins and consequences of the Black Death during the 14<sup>th</sup> century, such as a population decrease, a decline in <b>trade</b>, the elimination of the social order and the decline of religious power</li> <li>c. Analyze the characteristics of the development and decline of <b>feudalism</b> and the emergence of <b>monarchies</b></li> <li>d. Describe the causes, consequences and cultural <b>diffusion</b> that resulted from the <b>Crusades</b>, such as the increase in Mediterranean <b>trade</b> and the exchange of knowledge and ideas</li> </ol>	<p>C. Conflict between Ideas and Institutions</p>	<p>C. Conflict between Ideas and Institutions</p> <p>3. Analyze the influence of industrialization and technological developments on society in the United States before 1877</p> <ol style="list-style-type: none"> <li>a. Describe changes in land and water transportation, including the expanding network of roads, canals, and railroads, and their impact on the economy and <b>settlement patterns</b></li> <li>b. Explain how the cotton gin and the opening of new lands in the South and West impacted the <b>institution of slavery</b></li> <li>c. Analyze the advantages and disadvantages of early industrialization on the economy and society</li> </ol> <p>4. Analyze the <b>institution of slavery</b> and its influence on societies in the United States</p> <ol style="list-style-type: none"> <li>a. Describe pro-slavery and anti-<b>slavery</b> positions and explain how debates over <b>slavery</b> influenced politics and <b>sectionalism</b></li> <li>b. Analyze the experiences of African-American slaves, and free blacks</li> <li>c. Compare the relationship of <b>abolitionists</b> to the other reform movements</li> </ol>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C. Conflict between Ideas and Institutions	C. Conflict between Ideas and Institutions  5. Analyze factors affecting the outcome of the Civil War a. Analyze government policies regarding <b>slavery</b> , such as the <b>three-fifths clause</b> , the Missouri <b>Compromise</b> (1820) and the <b>Compromise</b> of 1850 b. Analyze the ideological breakdown that resulted from different events and issues, such as Virginia-Kentucky resolutions, the Hartford Convention, nullification/states' rights, <b>political party</b> division, the Dred Scott decision, John Brown raids c. Explain why the 1860 election led to the secession of the southern states d. Identify the goals, <b>resources</b> and strategies of the North and the South e. Describe the political impact of Lincoln's decisions regarding the deployment of black regiments				

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<b>Grade Pre-Kindergarten - 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 - 8</b>
<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text</p> <p>a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources</p> <p>b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation</p> <p>c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary</p> <p>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</p> <p>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</p> <p>c. Use context clues to understand new social studies vocabulary</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><i>4. Sounds Around; Part D</i></p> <p><i>17. People of the Forest; Parts A and B</i></p> <p><i>56. We Can Work it Out</i></p> <p><i>90. Native Ways</i></p> <p><i>93. Paper Civilizations</i></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary</p> <p>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</p> <p>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</p> <p>c. Use context clues to understand new social studies vocabulary</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p><i>4. Sounds Around; Part D</i></p> <p><i>17. People of the Forest; Parts A and B</i></p> <p><i>29. Rain Reasons; Part C</i></p> <p><i>33. Forest Consequences</i></p> <p><i>35. Who Works in This Forest?</i></p> <p><i>49. Tropical Treehouse; Part C</i></p> <p><i>50. 400-Acre Wood</i></p> <p><i>56. We Can Work it Out</i></p> <p><i>59. Power of Print; Part A</i></p> <p><i>69. Forest for the Trees</i></p> <p><i>71. Watch on Wetlands; Part C</i></p> <p><i>84. The Global Climate; Part B</i></p> <p><i>90. Native Ways</i></p> <p><i>93. Paper Civilizations</i></p> <p><i>94. By the Rivers of Babylon</i></p>

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Grades Prekindergarden - 2	Grades 3 - 5	Grades 6 - 8
<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make and explain the connections made using prior knowledge and experiences with the text</p> <p>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</p> <p>c. Set a purpose for reading the text</p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features</p> <p>b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons</p> <p>c. Set a purpose for reading the text</p> <p>d. Ask questions and make predictions about the text</p> <p>e. Make connections to the text using prior knowledge and experiences</p> <p><i>4. Sounds Around; Part D</i></p> <p><i>17. People of the Forest; Parts A and B</i></p> <p><i>56. We Can Work it Out</i></p> <p><i>90. Native Ways</i></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features</p> <p>b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons</p> <p>c. Set a purpose for reading the text</p> <p>d. Ask questions and make predictions about the text</p> <p>e. Make connections to the text using prior knowledge and experiences</p> <p><i>4. Sounds Around; Part D</i></p> <p><i>17. People of the Forest; Parts A and B</i></p> <p><i>29. Rain Reasons; Part C</i></p> <p><i>33. Forest Consequences</i></p> <p><i>35. Who Works in This Forest?</i></p> <p><i>49. Tropical Treehouse; Part C</i></p> <p><i>50. 400-Acre Wood</i></p> <p><i>50. 400-Acre Wood; Enrichment</i></p> <p><i>56. We Can Work it Out</i></p> <p><i>59. Power of Print; Part A</i></p> <p><i>69. Forest for the Trees</i></p> <p><i>71. Watch on Wetlands; Part C</i></p> <p><i>84. The Global Climate; Part B</i></p> <p><i>90. Native Ways</i></p> <p><i>94. By the Rivers of Babylon</i></p>

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<b>Grades Prekindergarten – 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 - 8</b>
<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p> <ul style="list-style-type: none"> <li>a. Recall and discuss what they understand</li> <li>b. Identify and question what did not make sense</li> <li>c. Reread difficult parts slowly and carefully and use own words to restate difficult parts</li> <li>d. Read on, revisit, and restate the difficult parts in your own words</li> <li>e. Make, confirm, or adjust predictions</li> <li>f. Ask and answer questions about the text</li> <li>g. Periodically summarize while reading</li> <li>h. Visualize what was read</li> <li>i. Look back though the text to search for connection to the topic, characters, events, and actions in text</li> <li>j. Explain personal connections to the topics, events, characters, and actions in texts</li> </ul>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p> <ul style="list-style-type: none"> <li>a. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning</li> <li>b. Reread slowly and carefully, restate, or read on and revisit difficult parts</li> <li>c. Use a graphic organizer or another note-taking technique to record important ideas or information</li> <li>d. Look back through the text to search for connections between and among ideas</li> <li>e. Make, confirm, or adjust predictions about the text</li> <li>f. Periodically summarize or paraphrase important ideas while reading</li> <li>g. Visualize what was read for deeper meaning</li> <li>h. Explain personal connections to the ideas or information in the text</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>56. We Can Work it Out</b></p> <p><b>90. Native Ways</b></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p> <ul style="list-style-type: none"> <li>a. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning</li> <li>b. Reread slowly and carefully, restate, or read on and revisit difficult parts</li> <li>c. Use a graphic organizer or another note-taking technique to record important ideas or information</li> <li>d. Look back through the text to search for connections between and among ideas</li> <li>e. Make, confirm, or adjust predictions about the text</li> <li>f. Periodically summarize or paraphrase important ideas while reading</li> <li>g. Visualize what was read for deeper meaning</li> <li>h. Explain personal connections to the ideas or information in the text</li> </ul> <p><b>4. Sounds Around; Part D</b></p> <p><b>17. People of the Forest; Parts A and B</b></p> <p><b>29. Rain Reasons; Part C</b></p> <p><b>33. Forest Consequences</b></p> <p><b>35. Who Works in This Forest?</b></p> <p><b>49. Tropical Treehouse; Part C</b></p> <p><b>50. 400-Acre Wood</b></p> <p><b>50. 400-Acre Wood; Enrichment</b></p> <p><b>56. We Can Work it Out</b></p> <p><b>59. Power of Print; Part A</b></p> <p><b>69. Forest for the Trees</b></p>

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		<i>71. Watch on Wetlands; Part C</i> <i>84. The Global Climate; Part B</i> <i>90. Native Ways</i> <i>94. By the Rivers of Babylon</i>
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<b>Prekindergarten - Grade 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 - 8</b>
<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Review/restate and explain what the text is mainly about</li> <li>b. Identify and explain what is directly stated in the text (details, literal meaning)</li> <li>c. Identify and explain what is not stated in the text (implied or inferential meaning)</li> <li>d. Summarize the text orally</li> <li>e. Confirm, refute, or make predictions to form new ideas</li> <li>f. Connect the text to prior knowledge or personal experience</li> <li>g. Engage in conversation to understand what has been read</li> <li>h. Retell explicit and implicit main ideas of texts</li> <li>i. Answer questions (what if, why, and how) in writing</li> </ul>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Identify and explain what is directly stated in the text</li> <li>b. Identify, paraphrase, or summarize the main idea of the text</li> <li>c. Determine and explain the author’s purpose</li> <li>d. Distinguish between facts and opinions</li> <li>e. Explain whether or not the author’s opinion is presented fairly</li> <li>f. Explain what is not directly stated in the text by drawing inferences</li> <li>g. Confirm or refute predictions made about the text to form new ideas</li> <li>h. Connect the text to prior knowledge or personal experiences</li> <li>i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge</li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>17. People of the Forest; Parts A and B</b>  <b>56. We Can Work it Out</b>  <b>90. Native Ways</b>  <b>93. Paper Civilizations</b></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Identify and explain what is directly stated in the text</li> <li>b. Identify, paraphrase, or summarize the main idea of the text</li> <li>c. Determine and explain the author’s purpose</li> <li>d. Distinguish between facts and opinions</li> <li>e. Explain whether or not the author’s opinion is presented fairly</li> <li>f. Explain what is not directly stated in the text by drawing inferences</li> <li>g. Confirm or refute predictions made about the text to form new ideas</li> <li>h. Connect the text to prior knowledge or personal experiences</li> <li>i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge</li> </ul> <p><b>4. Sounds Around; Part D</b>  <b>17. People of the Forest; Parts A and B</b>  <b>29. Rain Reasons; Part C</b>  <b>33. Forest Consequences</b>  <b>35. Who Works in This Forest?</b>  <b>49. Tropical Treehouse; Part C</b>  <b>50. 400-Acre Wood</b>  <b>50. 400-Acre Wood; Enrichment</b>  <b>56. We Can Work it Out</b>  <b>59. Power of Print; Part A</b>  <b>69. Forest for the Trees</b>  <b>71. Watch on Wetlands; Part C</b>  <b>84. The Global Climate; Part B</b>  <b>90. Native Ways</b>  <b>94. By the Rivers of Babylon</b></p>

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		<i>93. Paper Civilizations</i>
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<b>Grade Prekindergarten - 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 - 8</b>
<p>A. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <ol style="list-style-type: none"> <li>Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports</li> <li>Contribute to a shared writing experience about a social studies topic</li> <li>Write a variety of responses to text, such as response logs, journals, and constructed responses</li> </ol> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <ol style="list-style-type: none"> <li>Identify and use sources of information on a topic</li> <li>Use note taking and organizational strategies to record and organize information</li> </ol>	<p>B. Write to Learn and Communicate Social Studies Understandings</p> <p>1. Use informal writing strategies, such as journal writing, note taking, quick writes, and graphic organizers to clarify, organize, remember and/or express new understandings</p> <ol style="list-style-type: none"> <li>Identify key ideas</li> <li>Connect key ideas to prior knowledge (personal experience, text, and world)</li> </ol> <p>2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters and summaries to inform</p> <ol style="list-style-type: none"> <li>Identify form, audience, topic, and purpose before writing</li> <li>Organize facts and/or data to support a topic</li> <li>Provide introduction, body, and conclusion</li> <li>Cite sources of information</li> </ol> <p><i>17. People of the Forest; Parts A and B</i>  <i>39. Energy Sleuths; Part B</i>  <i>40. Then &amp; Now; Enrichment</i>  <i>60. Publicize It!</i></p>	<p>B. Write to Learn and Communicate Social Studies Understandings</p> <p>1. Select and use informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings</p> <ol style="list-style-type: none"> <li>Identify key ideas</li> <li>Connect key ideas to prior knowledge (personal experience, text and world)</li> </ol> <p><i>35. Loving it Too Much</i></p> <p>2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform</p> <ol style="list-style-type: none"> <li>Identify form, audience, topic, and purpose before writing</li> <li>Organize facts and/or data/statistics to support a topic</li> <li>Provide introduction, body, and conclusion</li> <li>Cite sources when paraphrasing, summarizing, and quoting</li> <li>Enhance text with graphics, such as charts, maps, and diagrams</li> </ol> <p><i>17. People of the Forest; Parts A and B</i>  <i>39. Energy Sleuths; Part B</i>  <i>40. Then &amp; Now; Enrichment</i>  <i>59. Power of Print; Part B</i>  <i>60. Publicize It!</i></p>

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<b>Grades Prekindergarten - 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 - 8</b>
<p>B. Learn to Write and Communicate Social Studies Understandings</p>	<p>B. Write to Learn and Communicate Social Studies Understandings</p> <p>3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p> <ol style="list-style-type: none"> <li>a. Identify form audience, topic and purpose</li> <li>b. State a clear opinion or position</li> <li>c. Support the opinion or position with facts and/or data</li> </ol> <p>4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)</p> <ol style="list-style-type: none"> <li>a. Address the topic</li> <li>b. Provide accurate information</li> <li>c. Support topic with appropriate details</li> <li>d. Incorporate social studies knowledge</li> </ol>	<p>B. Write to Learn and Communicate Social Studies Understandings</p> <p>3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p> <ol style="list-style-type: none"> <li>a. Identify form, audience, topic, and purpose</li> <li>b. State a clear opinion or position</li> <li>c. Modify or refute a position when appropriate</li> <li>d. Provide reasons and cite reliable supporting evidence</li> <li>e. Demonstrate understandings of social studies knowledge</li> </ol> <p><b>33. Forest Consequences; Enrichment</b>  <b>59. Power of Print; Part B</b></p> <p>4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)</p> <ol style="list-style-type: none"> <li>a. Address the topic</li> <li>b. Provide accurate information</li> <li>c. Support topic with appropriate details</li> <li>d. Integrate social studies concepts and skills</li> </ol>

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6.0 CONTENT STANDARD: SOCIAL STUDIES SKILLS AND PROCESSES- Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Grades Prekindergarten - 2	Grades 3 - 5	Grades 6 - 8
<p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study</p> <ol style="list-style-type: none"> <li>a. Identify prior knowledge about the topic</li> <li>b. Pose questions about the topic</li> </ol> <p>2. Identify a situation or problem that requires study</p> <ol style="list-style-type: none"> <li>a. Define the problem/situation</li> <li>b. Identify prior knowledge about the problem/situation</li> <li>c. Pose/Ask questions about the problem/situation</li> </ol>	<p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study</p> <ol style="list-style-type: none"> <li>a. Identify prior knowledge about the topic</li> <li>b. Pose questions the about the topic</li> <li>c. Formulate research questions</li> <li>d. Develop a plan for how to answer questions about the topic</li> </ol> <p><b>75. Tipi Talk; Enrichment</b></p> <p>2. Identify a problem/situation that requires further study</p> <ol style="list-style-type: none"> <li>a. Define the problem/situation</li> <li>b. Identify prior knowledge about the problem/situation</li> <li>c. Pose questions about the problem/ situation from a variety of perspectives</li> <li>d. Pose questions that elicit higher order thinking responses</li> <li>e. Formulate simple research questions</li> <li>f. Develop a plan for how to answer questions about the problem/situation</li> </ol> <p><b>53. On the Move; Part B</b>  <b>86. Our Changing World; Part B</b>  <b>96. Improve Your Place</b></p>	<p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study</p> <ol style="list-style-type: none"> <li>a. Identify prior knowledge about the topic</li> <li>b. Pose questions the about the topic</li> <li>c. Formulate research questions</li> <li>d. Develop a plan for how to answer questions about the topic</li> </ol> <p><b>75. Tipi Talk; Enrichment</b>  <b>94. By the Rivers of Babylon; Enrichment</b></p> <p>2. Identify a situation/issue that requires further study</p> <ol style="list-style-type: none"> <li>a. Define the situation/issue</li> <li>b. Identify prior knowledge about the situation/issue</li> <li>c. Pose questions about the situation/issue from a variety of perspectives</li> <li>d. Pose questions that elicit higher order thinking responses</li> <li>e. Formulate research questions</li> <li>f. Develop a plan for how to answer questions about the situation/issue</li> </ol> <p><b>4. Sounds Around; Part C</b>  <b>33. Forest Consequences</b>  <b>33. Forest Consequences; Enrichment</b>  <b>53. On the Move; Part B</b>  <b>86. Our Changing World; Part B</b>  <b>96. Improve Your Place</b></p>

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Grades Prekindergarten - 2	Grades 3 - 5	Grades 6 - 8
<p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p> <p>a. Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books</p> <p>b. Read and obtain information from texts representing diversity in content and <b>culture</b></p> <p>c. Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied</p> <p>a. Gather data</p> <p>b. Make and record observations</p> <p>c. Conduct surveys</p>	<p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p> <p>a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites</p> <p>b. Read and obtain information from texts representing diversity in content, <b>culture</b>, authorship, and perspective</p> <p>c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories</p> <p><i>39. Energy Sleuths; Parts B and C</i></p> <p><i>40. Then &amp; Now; Enrichment</i></p> <p><i>51. Make Your Own Paper; Variation</i></p> <p><i>57. Democracy in Action</i></p> <p><i>57. Democracy in Action; Enrichment</i></p> <p><i>58. There Ought to Be a Law</i></p> <p><i>58. There Ought to Be a Law; Enrichment</i></p> <p><i>75. Tipi Talk; Enrichment</i></p> <p><i>86. Our Changing World; Part B</i></p> <p><i>90. Native Ways; Enrichment</i></p>	<p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p> <p>a. Gather and read appropriate print sources, such as journals, periodicals, government documents, timelines, databases, reference works, and web sites</p> <p>b. Read and obtain information from texts representing diversity in content, <b>culture</b>, authorship, and perspective</p> <p>c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews, and oral histories</p> <p>d. Access and process information that is factual and reliable from readings, investigations, and/or oral communications</p> <p><i>29. Rain Reasons; Enrichment</i></p> <p><i>33. Forest Consequences; Enrichment</i></p> <p><i>39. Energy Sleuths; Parts B and C</i></p> <p><i>40. Then &amp; Now; Enrichment</i></p> <p><i>49. Tropical Treehouse; Part C</i></p> <p><i>49. Tropical Treehouse; Enrichment</i></p> <p><i>57. Democracy in Action</i></p> <p><i>57. Democracy in Action; Variation</i></p> <p><i>57. Democracy in Action; Enrichment</i></p> <p><i>58. There Ought to Be a Law</i></p> <p><i>58. There Ought to Be a Law; Enrichment</i></p> <p><i>71. Watch on Wetlands; Part B</i></p> <p><i>75. Tipi Talk; Enrichment</i></p> <p><i>86. Our Changing World; Part B</i></p> <p><i>90. Native Ways; Enrichment</i></p> <p><i>94. By the Rivers of Babylon; Enrichment</i></p>

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	<p>2. Engage in field work that relates to the topic/ situation/ problem being studied</p> <ol style="list-style-type: none"> <li>a. Gather data</li> <li>b. Make and record observations</li> <li>c. Design and conduct surveys and oral histories</li> </ol> <p><b>40. Then &amp; Now; Part B</b>  <b>57. Democracy in Action</b>  <b>57. Democracy in Action; Variation</b>  <b>57. Democracy in Action; Enrichment</b>  <b>58. There Ought to Be a Law; Enrichment</b>  <b>96. Improve Your Place</b></p>	<p>2. Engage in field work that relates to the topic/ situation/ problem being studied</p> <ol style="list-style-type: none"> <li>a. Gather data</li> <li>b. Make and record observations</li> <li>c. Design and conduct surveys and oral histories</li> </ol> <p><b>40. Then &amp; Now; Part B</b>  <b>57. Democracy in Action</b>  <b>57. Democracy in Action; Variation</b>  <b>57. Democracy in Action; Enrichment</b>  <b>58. There Ought to Be a Law; Enrichment</b>  <b>96. Improve Your Place</b></p>
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**Social Studies**

6.0 CONTENT STANDARD: SOCIAL STUDIES SKILLS AND PROCESSES Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Grades Prekindergarten - 2	Grades 3 - 5	Grades 6- 8
<p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources</p> <ol style="list-style-type: none"> <li>Distinguish factual from fictional information</li> <li>Find relationships between gathered information</li> <li>Display information on various types of graphic organizers and charts</li> </ol> <p>2. Organize information from print sources</p> <ol style="list-style-type: none"> <li>Distinguish factual from fictional information</li> <li>Find relationships between gathered information</li> <li>Display information on various types of graphic organizers, maps, and charts</li> </ol>	<p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources</p> <ol style="list-style-type: none"> <li>Prioritize information gathered according to importance and relevance</li> <li>Distinguish factual from fictional information</li> <li>Find relationships between gathered information</li> <li>Display information on various types of graphic organizers, maps, and charts</li> <li>Categorize information obtained from surveys and field work</li> </ol> <p><b>58. <i>There Ought to Be a Law</i></b></p> <p>2. Organize information from print sources</p> <ol style="list-style-type: none"> <li>Prioritize information gathered according to importance and relevance</li> <li>Distinguish factual from fictional information</li> <li>Find relationships between gathered information</li> <li>Construct various types of graphic organizers, maps, and charts to display information</li> </ol> <p><b>39. <i>Energy Sleuths; Part B</i></b>  <b>58. <i>There Ought to Be a Law</i></b>  <b>86. <i>Our Changing World; Part B</i></b></p>	<p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources</p> <ol style="list-style-type: none"> <li>Prioritize information gathered according to importance and relevance</li> <li>Distinguish factual from fictional information</li> <li>Find relationships among gathered information</li> <li>Display information on various types of graphic organizers, maps, and charts</li> <li>Summarize information obtained from surveys and field work</li> </ol> <p><b>58. <i>There Ought to Be a Law</i></b></p> <p>2. Organize information from print sources</p> <ol style="list-style-type: none"> <li>Prioritize information gathered according to importance and relevance</li> <li>Determine the bias and reliability of a source</li> <li>Find relationships among gathered information</li> <li>Construct various types of graphic organizers, maps, and charts to display information</li> </ol> <p><b>39. <i>Energy Sleuths; Part B</i></b>  <b>49. <i>Tropical Treehouse; Enrichment</i></b>  <b>58. <i>There Ought to Be a Law</i></b>  <b>86. <i>Our Changing World; Part B</i></b></p>

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Grades Prekindergarten -2	Grades 3 - 5	Grades 6 - 8
<p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines</p> <ol style="list-style-type: none"> <li>a. Compare information from a variety of sources</li> <li>b. Compare information to prior knowledge</li> <li>c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</li> </ol>	<p>F. Analyze Social Studies Information</p> <p>1. Interpret information from primary and secondary sources</p> <ol style="list-style-type: none"> <li>a. Interpret information in maps, charts and graphs</li> <li>b. Interpret information from field studies and surveys</li> <li>c. Analyze a document to determine point of view</li> <li>d. Analyze the perspective of the author</li> <li>e. Identify the bias and prejudice</li> </ol> <p><b>58. <i>There Ought to Be a Law</i></b>  <b>58. <i>There Ought to Be a Law; Enrichment</i></b></p> <p>2. Evaluate information from a variety of sources</p> <ol style="list-style-type: none"> <li>a. Compare information from a variety of sources</li> <li>b. Compare information to prior knowledge</li> <li>c. Determine the reliability of the document</li> </ol> <p>3. Synthesize information from a variety of sources</p> <ol style="list-style-type: none"> <li>a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</li> </ol>	<p>F. Analyze Social Studies Information</p> <p>1. Interpret information from primary and secondary sources</p> <ol style="list-style-type: none"> <li>a. Interpret information in maps, charts and graphs</li> <li>b. Interpret information from field studies and surveys</li> <li>c. Analyze a document to determine point of view</li> <li>d. Analyze the perspective of the author to determine if the document or topic is historically significant</li> <li>e. Identify bias and prejudice</li> </ol> <p><b>29. <i>Rain Reasons; Part C</i></b>  <b>58. <i>There Ought to Be a Law</i></b>  <b>58. <i>There Ought to Be a Law; Enrichment</i></b></p> <p>2. Evaluate information from a variety of sources</p> <ol style="list-style-type: none"> <li>a. Compare information from a variety of sources</li> <li>b. Compare information to prior knowledge</li> <li>c. Determine the reliability of the document</li> <li>d. Compare ideas, models, systems, and perspectives</li> </ol> <p>3. Synthesize information from a variety of sources</p> <ol style="list-style-type: none"> <li>a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</li> <li>b. Reconstruct the arguments of issues or events</li> <li>c. Assess the costs and benefits of alternatives</li> <li>d. Modify understandings of social studies concepts and trend</li> <li>e. Verify or change prior understandings based on new information</li> </ol>

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<b>Grades Prekindergarten - 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6 – 8</b>
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<p>G. Answer Social Studies Questions</p> <p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</p> <ol style="list-style-type: none"> <li>a. Present social studies information in a variety ways, such as plays, skits, posters, songs, poems, murals, and oral presentations</li> <li>b. Plan and engage in school and community events, such as a mock election, playground clean-up, writing letters to community officials, and fund-raising for a cause</li> </ol>	<p>G. Answer Social Studies Questions</p> <p>1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</p> <ol style="list-style-type: none"> <li>a. Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits</li> <li>b. Engage in civic participation and public discourse</li> </ol> <p>2. Use historic contexts to answer questions</p> <ol style="list-style-type: none"> <li>a. Use historically accurate resources to answer questions, make predictions, and support ideas</li> <li>b. Explain why historic interpretations vary and are subject to change</li> <li>c. Construct a sound historical interpretation</li> </ol> <p>3. Use current events/issues to answer questions</p> <ol style="list-style-type: none"> <li>a. Summarize the main points of an issue explaining different viewpoints</li> <li>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</li> <li>c. Identify and formulate a position on a course of action or an issue</li> <li>d. Propose and justify solutions to social studies problems</li> </ol> <p><b>86. <i>Our Changing World; Part B</i></b></p>	<p>G. Answer Social Studies Questions</p> <p>1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</p> <ol style="list-style-type: none"> <li>a. Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits</li> <li>b. Engage in civic participation and public discourse</li> <li>c. Use effective speaking techniques to deliver narrative, persuasive, and research presentations</li> </ol> <p>2. Use historic contexts to answer questions</p> <ol style="list-style-type: none"> <li>a. Use historically accurate resources to answer questions, make predictions, and support ideas</li> <li>b. Explain why historic interpretations vary and are subject to change</li> <li>c. Construct a sound historical interpretation</li> <li>d. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions</li> </ol> <p><b>94. <i>By the Rivers of Babylon; Enrichment</i></b></p> <p>3. Use current events/issues to answer questions</p> <ol style="list-style-type: none"> <li>a. Summarize the main points of an issue explaining different viewpoints</li> <li>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</li> <li>c. Identify and formulate a position on a course of action or an issue</li> <li>d. Propose and justify solutions to social studies problems</li> <li>e. Use <b>media</b> resources to deliberate and advocate issues and policy</li> </ol> <p><b>33. <i>Forest Consequences</i></b></p> <p><b>86. <i>Our Changing World; Part B</i></b></p>
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