

# VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

## Pre-K – Grade 3

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 democratic skills and attitudes necessary to become responsible citizens.

(PreK-3 Standard) POLITICAL SCIENCE – Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules</p> <p>a. Recognize why people have rules at home and at school</p> <p>b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom</p> <p>2. Identify symbols and practices associated with the United States of America</p> <p>a. Recognize symbols, such as the American flag</p> <p>b. Recognize that the Pledge of Allegiance is a practice that happens in school</p>	<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules</p> <p>a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe</p> <p>b. Recognize rules help promote fairness, responsible behavior, and privacy</p> <p>2. Identify symbols and practices associated with the United States of America</p> <p>a. Identify common symbols, such as the American Flag, and Statue of Liberty</p> <p>b. Recognize that saying the Pledge of Allegiance and singing “The Star-Spangled Banner” are practices associated with being a <b>citizen</b></p>	<p>A. The Foundations and Function of Government</p> <p>1. Explain the importance of rules</p> <p>a. Explain how rules promote fairness, responsibility, and privacy in the school and community</p> <p>b. Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order</p> <p>2. Identify and discuss the meaning of symbols and practices associated with the United States of America</p> <p>a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty</p> <p>b. Describe how actions, such as pledging allegiance to the American flag and singing “The Star-Spangled Banner” and “America” are associated with being a <b>citizen</b></p>	<p>A. The Foundations and Function of Government</p> <p>1. Explain how rules and laws are made and necessary to maintain order and protect <b>citizens</b></p> <p>a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety</p> <p>b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order</p> <p>2. Explain how democratic skills and attitudes are associated with being a responsible <b>citizen</b></p> <p>a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p> <p>b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom</p>	<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>2. Explain how certain practices are connected with the democratic <b>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>, justice and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic <b>principles</b></p>

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(PreK-3 Standard) POLITICAL SCIENCE – Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>B. Individual and Group Participation in the Political System</p> <p>1. Recognize people important to the American political system</p> <p>a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Identify people important to the American political system</p> <p>a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president</p> <p>b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents’ Day</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Identify and describe people important to the American political system</p> <p>a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president</p> <p>b. Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents’ Day and Veterans’ Day</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Explain how people and events have contributed to the American political system.</p> <p>a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council</p> <p>b. Describe the contributions of people who contributed to the <b>common good</b> of society</p> <p>2. Analyze the role of individual and group participation in creating a supportive community</p> <p>a. Explain the decision making process used to accomplish a community goal or solve a community problem</p> <p>b. Explain the roles and responsibilities of effective citizens in a political process</p> <p>c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations</p>

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Protecting Rights and Maintaining Order</p> <p>1. Identify the roles, rights, and responsibilities of being a member of the family and school</p> <p>a. Identify roles of family members</p> <p>b. Identify the roles of members of the school, such as principal, teacher, and nurse</p> <p>c. Identify and discuss rights, responsibilities and choices in the classroom and family</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the roles, rights, and responsibilities of being a member of the family and school</p> <p>a. Describe the roles, rights, and responsibilities of family members</p> <p>b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers</p> <p>c. Identify and describe rights, and responsibilities in the classroom and family</p> <p><b>74. People, Places, Things; Part B</b></p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p> <p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood <b>environment</b></p> <p><i>74. People, Places, Things; Part C</i></p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the school and the community</p> <p>a. Recognize and describe how making choices affects self, family, school, and community</p> <p>b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns</p> <p><i>74. People, Places, Things; Part C</i></p>	<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>

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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

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

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others</p> <p>a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Use personal experiences, stories, and electronic <b>media</b> to demonstrate understanding that all people need food, clothing, and shelter</p>	<p>A. Elements of Culture</p> <p>1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Give examples of qualities, such as <b>customs</b>, interests, skills, and experiences that make individuals and families in their immediate environment unique</p>	<p>A. Elements of Culture</p> <p>1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p> <p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p> <p>b. Discuss and respect <b>traditions</b> and <b>customs</b> of families in the community</p>	<p>A. Elements of Culture</p> <p>1. Analyze elements of two different <b>cultures</b> and how each meets their human needs and contributes to the community</p> <p>a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories</p> <p>b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on <b>traditions</b> and <b>customs</b></p>	<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 <b>media</b>, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about <b>cultures</b></p>

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>B. Cultural Diffusion</p>	<p>B. Cultural Diffusion</p>	<p>B. Cultural Diffusion</p> <p>1. Recognize that individuals and groups share and borrow from other <b>cultures</b></p> <p>a. Identify how families choose to share and borrow <b>traditions</b> from other <b>cultures</b></p>	<p>B. Cultural Diffusion</p> <p>1. Explain that individuals and groups share and borrow from other <b>cultures</b> to form a community</p> <p>a. Give examples of how families in the community share and borrow <b>customs</b> and <b>traditions</b> from other <b>cultures</b></p>	<p>B. Cultural Diffusion</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>

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

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Conflict and Compromise</p> <p>1. Identify how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work and play together at home and in school</p>	<p>C. Conflict and Compromise</p> <p>1. Demonstrate how groups of people interact</p> <p>a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching <b>compromise</b> at home and in school</p>	<p>C. Conflict and Compromise</p> <p>1. Explain how groups of people interact</p> <p>a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p>	<p>C. Conflict, Cooperation and Compromise</p> <p>1. Analyze ways in which people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p> <p>b. Analyze how different points of view in school situations may result in compromise or conflict.</p>	<p>C. Conflict and Compromise</p> <p>1. Analyze how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members</p> <p>b. Analyze how different points of view in school and community situations may result in <b>compromise</b> or conflict</p>

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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.

(PreK-3 Standard) GEOGRAPHY – Students will use geographic concepts and processes to understand location and its relationship to human activities

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Using Geographic Tools</p> <p>1. Recognize that a globe and maps are used to help people locate <b>places</b></p> <ol style="list-style-type: none"> <li>Recognize that maps are models of <b>places</b></li> <li>Recognize that a globe is a model of Earth</li> <li>Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs</li> </ol>	<p>A. Using Geographic Tools</p> <p>1. Identify and describe how a globe and maps can be used to help people locate <b>places</b></p> <ol style="list-style-type: none"> <li>Describe a globe as a model of Earth showing land and water</li> <li>Describe how maps are models showing <b>physical features</b> and/or <b>human features</b> of <b>places</b></li> <li>Identify a <b>location</b> by using terms such as near-far, above-below, and here-there</li> <li>Identify pictures and photographs that represent places on a map such as, a playground and a fire station</li> </ol>	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe <b>places</b> on Earth</p> <ol style="list-style-type: none"> <li>Locate the continents and oceans using maps and a globe</li> <li>Use photographs and pictures to describe a <b>place</b></li> <li>Identify a <b>place</b> using bird’s eye view</li> <li>Define <b>map elements</b> as parts of a map that make it easy to use</li> <li>Describe where <b>places</b> are located on a map using relative distance and direction, such as near-far, above-below and <b>cardinal</b> directions (north, south, east, and west)</li> </ol>	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe <b>places</b> on Earth</p> <ol style="list-style-type: none"> <li>Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases</li> <li>Identify and use map <b>elements</b>, such as <b>title, compass rose, simple grid system, legend/key, date, and author</b> to interpret a map</li> <li>Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</li> <li>Describe a <b>place</b> using bird’s eye view, and satellite images, photographs, and pictures</li> </ol> <p style="text-align: right;"><i>74. People, Places, Things; Enrichment</i></p>	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and construct meaning about <b>places</b> on Earth</p> <ol style="list-style-type: none"> <li>Describe the purposes of a variety of maps and atlases, such as transportation maps, <b>physical maps</b>, and <b>political maps</b></li> <li>Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author</li> <li>Identify the <b>location</b> of communities, major cities in Maryland, and United States using a globe, maps, and atlases</li> </ol> <p style="text-align: right;"><i>74. People, Places, Things; Enrichment</i></p>

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Recognize that places in the immediate <b>environment</b> have specific <b>physical</b> and <b>human-made features</b></p> <ol style="list-style-type: none"> <li>Discuss that places have <b>natural/physical features</b> such as mountains, rivers, and hills</li> <li>Discuss that <b>places</b> have <b>human-made features</b>, such as streets, buildings, and parks</li> </ol>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the immediate <b>environment</b> using <b>natural/physical</b> and <b>human-made features</b></p> <ol style="list-style-type: none"> <li>Recognize <b>physical features</b> as landforms and bodies of water using photographs and pictures</li> <li>Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams</li> <li>Using photographs and pictures, recognize <b>human-made features</b> as modifications people have made to the land</li> <li>Identify <b>human-made features</b>, such as buildings, sidewalks, streets, and bridges</li> </ol> <p style="text-align: right;"><i>74. People, Places, Things; Part A</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the <b>environment</b> using <b>geographic characteristics</b></p> <ol style="list-style-type: none"> <li>Identify and describe <b>physical characteristics</b> of a place (<b>physical features</b>, climate, vegetation and animal life)</li> <li>Identify <b>human characteristics</b> of a place (<b>human-made features</b>, language, political system, how people make a living)</li> <li>Describe <b>places</b> by how people make a living and where they live</li> </ol> <p style="text-align: right;"><i>70. Soil Stories; Enrichment</i></p> <p style="text-align: right;"><i>74. People, Places, Things; Part A</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Classify <b>places</b> and regions in an <b>environment</b> using <b>geographic characteristics</b></p> <ol style="list-style-type: none"> <li>Identify <b>natural/physical features</b> and <b>human-made features</b> using maps and photographs</li> <li>Describe and classify <b>regions</b> using climate, vegetation, animal life, and <b>natural/physical features</b></li> <li>Classify <b>places</b> as rural and urban</li> <li>Describe how <b>geographic characteristics</b> determine choices, such as climate guides decisions about food, clothing, and shelter</li> </ol> <p style="text-align: right;"><i>70. Soil Stories; Enrichment</i></p>	<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Compare <b>places</b> and <b>regions</b> around the world using <b>geographic characteristics</b></p> <ol style="list-style-type: none"> <li>Compare <b>places</b> and <b>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</b> and <b>regions</b> change over time and influence the way people live and work</li> </ol> <p style="text-align: right;"><i>74. People, Places, Things; Part A</i></p>

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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.

(PreK-3 Standard) GEOGRAPHY – Students will use geographic concepts and processes to understand location and its relationship to human activities

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Movement of People, Goods and Ideas</p> <p>1. Identify the role of transportation in the community</p> <p>a. Recognize transportation as a means of traveling from place to place</p> <p>b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle</p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication link people and <b>places</b></p> <p>a. Identify ways that people travel on land, water, and air</p> <p>b. Explain how transportation is used to move <b>goods</b> and people from place to place</p> <p>c. Identify ways that people communicate messages</p> <p><i>53. On the Move; Variation</i></p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link people and <b>places</b> by the <b>movement</b> of <b>goods</b>, messages, and people</p> <p>a. Identify how transportation links people and <b>goods</b> between <b>places</b></p> <p>b. Explain how communication links people and messages between <b>places</b></p>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link <b>places</b> by the <b>movement</b> of people, <b>goods</b>, and ideas</p> <p>a. Compare types of transportation used to move <b>goods</b> and people today and long ago</p> <p>b. Compare ways people communicate ideas today and long ago</p>	<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>

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to their immediate <b>environment</b></p> <p>a. Identify ways people adapt to the <b>environment</b>, such as wearing clothing that is appropriate to the weather</p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to and modify their immediate <b>environment</b></p> <p>a. Identify ways people adapt to the <b>environment</b>, such as wearing clothing that is appropriate to the weather</p> <p>b. Identify ways that people change their <b>environment</b> to meet their needs, such as planting crops or cutting forests</p>	<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 <b>environment</b> to meet changing needs for shelter, such as clearing land for a housing community</p> <p>b. Describe why and how people protect the <b>environment</b></p> <p>c. Explain how people adapt to changes in the <b>environment</b>, such as using less water in the drought</p> <p><i>87. Earth Manners</i></p>	<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 ways, such as clearing trees and farming land, that people modify their <b>environment</b> and the impact of those modifications</p> <p>b. Describe how and why people protect or fail to protect the <b>environment</b></p> <p>c. Explain how people adapt to changes in the <b>environment</b></p> <p><i>36. Pollution Search; Part A</i> <i>87. Earth Manners</i> <i>89. Trees for Many Reasons; Part A</i></p>	<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 <b>environment</b> for food, clothing, and shelter</p> <p><i>89. Trees for Many Reasons; Part A</i></p>

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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.

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

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Scarcity and Economic Decision-making</p> <p>1. Recognize that people have to make choices because of unlimited <b>economic wants</b></p> <ol style="list-style-type: none"> <li>a. Identify that <b>goods</b> are things that people make or grow</li> <li>b. Demonstrate the ability to make a choice</li> </ol> <p>2. Identify that materials/resources are used to make products</p> <ol style="list-style-type: none"> <li>a. Recognize that workers do jobs in the home and school</li> <li>b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative</li> </ol> <p>3. Explain how <b>technology</b> affects the way people live, work, and play</p> <ol style="list-style-type: none"> <li>a. Begin to be aware of <b>technology</b> and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food</li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Describe choices people make because of unlimited <b>economic wants</b></p> <ol style="list-style-type: none"> <li>a. Explain that <b>goods</b> are things that people make or grow</li> <li>b. Identify situations where people make choices</li> </ol> <p>2. Identify that resources are used to make products</p> <ol style="list-style-type: none"> <li>a. Recognize workers as <b>human resources</b></li> <li>b. Describe some jobs and what is required to perform them</li> <li>c. Recognize that <b>natural resources</b>, such as water, trees, and plants are used to make products</li> </ol> <p>3. Explain how <b>technology</b> affects the way people live, work, and play</p> <ol style="list-style-type: none"> <li>a. Begin to be aware of <b>technology</b> and how it affects life</li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Describe economic choices people make about <b>goods and services</b></p> <ol style="list-style-type: none"> <li>a. Identify and discuss <b>goods and services</b> provided in the community</li> <li>b. Explain how getting something one wants may mean giving up something in return</li> </ol> <p>2. Describe the <b>production</b> process</p> <ol style="list-style-type: none"> <li>a. Give examples of <b>natural and human resources</b> used in <b>production</b>, such as making butter, making ice cream, and building houses</li> <li>b. Describe the skills people need for their work in the home, school, and community</li> </ol> <p>3. Explain how <b>technology</b> affects the way people live, work, and play</p> <ol style="list-style-type: none"> <li>a. Describe how tools and products have affected the way people live, work, or play</li> </ol>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain why people have to make economic choices about <b>goods and services</b></p> <ol style="list-style-type: none"> <li>a. Identify and explain economic choices people make</li> <li>b. Identify and give examples of the positive and negative aspects of each choice</li> <li>c. Explain that choices have consequences, some of which are more important than others</li> </ol> <p>2. Explain the <b>production</b> process</p> <ol style="list-style-type: none"> <li>a. Identify the <b>natural, capital, and human resources</b> used in the <b>production</b> of a good or service</li> <li>b. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers</li> </ol> <p><i>15. A Few of My Favorite Things</i></p> <p>3. Examine how <b>technology</b> affects the way people live, work and play</p> <ol style="list-style-type: none"> <li>a. Identify examples of <b>technology</b> used by <b>consumers</b>, such as automobiles, cameras, telephones, microwaves, televisions, and computers</li> <li>b. Analyze why <b>consumers</b> use <b>technology</b> in their daily lives</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 unlimited wants for <b>goods and 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 resources 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>3. Examine how <b>technology</b> affects the way people live, work, and play</p> <ol style="list-style-type: none"> <li>a. Describe how changes in <b>technology</b> have affected the lives of <b>consumers</b>, such as UPC bar codes and online shopping</li> <li>b. Describe how changes in <b>technology</b> have affected lives of <b>producers</b>, such as robot-powered assembly lines</li> </ol>

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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.

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

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

## VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

### Pre-K – Grade 3

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 and the United States.

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

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Change over Time</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day</p>	<p>A. Change over Time</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Identify and describe events of the day in chronological order</p> <p>b. Describe daily events in terms of yesterday, today, and tomorrow</p> <p>2. Compare daily life and objects of today and long ago</p> <p>a. Compare tools and toys of the past with those of today</p> <p>b. Tell about people in the past using informational text and features</p> <p>c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community</p>	<p>A. Individuals and Societies Change over Time</p> <p>1. Examine differences between past and present time</p> <p>a. Use terms related to time to order events sequentially that have occurred in the school</p> <p>b. Classify events as belonging to past or present</p> <p>2. Compare people and objects of today and long ago</p> <p>a. Construct meaning from informational text and text features about the past</p> <p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time</p> <p>a. Develop a personal timeline in each students' life</p> <p>b. Describe the relationship among events in a variety of timelines</p> <p>2. Describe people, <b>places</b> and artifacts of today and long ago</p> <p>a. Gather and interpret information about the past from informational sources and biographies</p> <p>b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time</p> <p>a. Develop a timeline of events in the community</p> <p>b. Explain the relationship among events in a variety of timelines</p> <p>2. Investigate how people lived in the past using a variety of <b>primary</b> and secondary <b>sources</b></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>

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.

Grade Pre-Kindergarten - 2	Grades 3 - 5	Grades 6 -8
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Voluntary State Curriculum  
**Social Studies**

<p>A. Learn to Read and Construct Meaning about Social Studies</p> <ol style="list-style-type: none"><li>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text<ol style="list-style-type: none"><li>a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources</li><li>b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation</li><li>c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</li></ol></li></ol> <p><b>13. We All Need Trees; Part B</b></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <ol style="list-style-type: none"><li>1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary<ol style="list-style-type: none"><li>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</li><li>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</li><li>c. Use context clues to understand new social studies vocabulary</li><li>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</li></ol></li></ol> <p><b>13. We All Need Trees; Part B</b></p>	<p>A. Read to Learn and Construct Meaning about Social Studies</p> <ol style="list-style-type: none"><li>1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary<ol style="list-style-type: none"><li>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</li><li>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</li><li>c. Use context clues to understand new social studies vocabulary</li><li>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</li></ol></li></ol> <p><b>13. We All Need Trees; Part B</b></p>
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Voluntary State Curriculum

**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.

<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>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><b>13. <i>We All Need Trees; Part B</i></b></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><b>13. <i>We All Need Trees; Part B</i></b></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><b>13. <i>We All Need Trees; Part B</i></b></p>

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**Social Studies**

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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> <ol style="list-style-type: none"> <li>Recall and discuss what they understand</li> <li>Identify and question what did not make sense</li> <li>Reread difficult parts slowly and carefully and use own words to restate difficult parts</li> <li>Read on, revisit, and restate the difficult parts in your own words</li> <li>Make, confirm, or adjust predictions</li> <li>Ask and answer questions about the text</li> <li>Periodically summarize while reading</li> <li>Visualize what was read</li> <li>Look back though the text to search for connection to the topic, characters, events, and actions in text</li> <li>Explain personal connections to the topics, events, characters, and actions in texts</li> </ol> <p><b>13. We All Need Trees; Part B</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> <ol style="list-style-type: none"> <li>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>Reread slowly and carefully, restate, or read on and revisit difficult parts</li> <li>Use a graphic organizer or another note-taking technique to record important ideas or information</li> <li>Look back through the text to search for connections between and among ideas</li> <li>Make, confirm, or adjust predictions about the text</li> <li>Periodically summarize or paraphrase important ideas while reading</li> <li>Visualize what was read for deeper meaning</li> <li>Explain personal connections to the ideas or information in the text</li> </ol> <p><b>13. We All Need Trees; Part B</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> <ol style="list-style-type: none"> <li>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>Reread slowly and carefully, restate, or read on and revisit difficult parts</li> <li>Use a graphic organizer or another note-taking technique to record important ideas or information</li> <li>Look back through the text to search for connections between and among ideas</li> <li>Make, confirm, or adjust predictions about the text</li> <li>Periodically summarize or paraphrase important ideas while reading</li> <li>Visualize what was read for deeper meaning</li> <li>Explain personal connections to the ideas or information in the text</li> </ol> <p><b>13. We All Need Trees; Part B</b></p>

Voluntary State Curriculum

**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.

<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><b>13. We All Need Trees; Part B</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>13. We All Need Trees; Part B</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>13. We All Need Trees; Part B</b></p>

Voluntary State Curriculum

**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.

<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><i>31. Plant a Tree</i> <i>74. People, Places, Things; Enrichment</i></p> <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><i>31. Plant a Tree</i></p>	<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><i>74. People, Places, Things; Enrichment</i></p> <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>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>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>

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.

Voluntary State Curriculum  
Social Studies

Grades Prekindergarten - 2	Grades 3 - 5	Grades 6 - 8
<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><b>31. Plant a Tree</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. 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>31. Plant a Tree</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><b>31. Plant a Tree</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>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>31. Plant a Tree</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>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>31. Plant a Tree</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><i>31. Plant a Tree</i>  <i>39. Energy Sleuths; Enrichment</i></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><i>31. Plant a Tree</i></p> <p><i>39. Energy Sleuths; Part A</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 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>31. Plant a Tree</i>  <i>39. Energy Sleuths; Enrichment</i></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. Design and conduct surveys and oral histories</p> <p><i>31. Plant a Tree</i>  <i>39. Energy Sleuths; Part A</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>31. Plant a Tree</i>  <i>39. Energy Sleuths; Enrichment</i></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. Design and conduct surveys and oral histories</p> <p><i>31. Plant a Tree</i>  <i>39. Energy Sleuths; Part A</i></p>

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<b>Grades Prekindergarten - 2</b>	<b>Grades 3 - 5</b>	<b>Grades 6- 8</b>
<p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources</p> <ol style="list-style-type: none"> <li>a. Distinguish factual from fictional information</li> <li>b. Find relationships between gathered information</li> <li>c. 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>a. Distinguish factual from fictional information</li> <li>b. Find relationships between gathered information</li> <li>c. 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>a. Prioritize information gathered according to importance and relevance</li> <li>b. Distinguish factual from fictional information</li> <li>c. Find relationships between gathered information</li> <li>d. Display information on various types of graphic organizers, maps, and charts</li> <li>e. Categorize information obtained from surveys and field work</li> </ol> <p>2. Organize information from print sources</p> <ol style="list-style-type: none"> <li>a. Prioritize information gathered according to importance and relevance</li> <li>b. Distinguish factual from fictional information</li> <li>c. Find relationships between gathered information</li> <li>d. Construct various types of graphic organizers, maps, and charts to display information</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>a. Prioritize information gathered according to importance and relevance</li> <li>b. Distinguish factual from fictional information</li> <li>c. Find relationships among gathered information</li> <li>d. Display information on various types of graphic organizers, maps, and charts</li> <li>e. Summarize information obtained from surveys and field work</li> </ol> <p>2. Organize information from print sources</p> <ol style="list-style-type: none"> <li>a. Prioritize information gathered according to importance and relevance</li> <li>b. Determine the bias and reliability of a source</li> <li>c. Find relationships among gathered information</li> <li>d. Construct various types of graphic organizers, maps, and charts to display information</li> </ol>

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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>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>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>
<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> <p>a. Present social studies information in a variety ways, such as plays, skits, posters, songs, poems, murals, and oral presentations</p> <p>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</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> <p>a. Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits</p> <p>b. Engage in civic participation and public discourse</p> <p>2. Use historic contexts to answer questions</p> <p>a. Use historically accurate resources to answer questions, make predictions, and support ideas</p> <p>b. Explain why historic interpretations vary and are subject to change</p> <p>c. Construct a sound historical interpretation</p> <p>3. Use current events/issues to answer questions</p> <p>a. Summarize the main points of an issue explaining different viewpoints</p> <p>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</p> <p>c. Identify and formulate a position on a course of action or an issue</p> <p>d. Propose and justify solutions to social studies problems</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> <p>a. Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits</p> <p>b. Engage in civic participation and public discourse</p> <p>c. Use effective speaking techniques to deliver narrative, persuasive, and research presentations</p> <p>2. Use historic contexts to answer questions</p> <p>a. Use historically accurate resources to answer questions, make predictions, and support ideas</p> <p>b. Explain why historic interpretations vary and are subject to change</p> <p>c. Construct a sound historical interpretation</p> <p>d. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions</p> <p>3. Use current events/issues to answer questions</p> <p>a. Summarize the main points of an issue explaining different viewpoints</p> <p>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</p> <p>c. Identify and formulate a position on a course of action or an issue</p> <p>d. Propose and justify solutions to social studies problems</p> <p>e. Use <b>media</b> resources to deliberate and advocate issues and policy</p>