

VOLUNTARY STATE CURRICULUM – SOCIAL STUDIES

Pre-K – Grade 3

1.0 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. History</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Describe the events of their day by using terms such as before, now, and later</p>	<p>A. History</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Identify and describe events of their day in chronological order</p> <p>b. Describe the events of their lives in terms of yesterday, today, and tomorrow</p>	<p>A. History</p> <p>1. Distinguish among past, present, and future time</p> <p>a. Classify objects or events as belonging to the past, present or future</p> <p>2. Describe people, places and events in the past</p> <p>a. Construct meaning from stories and pictures about the past</p>	<p>A. History</p> <p>1. Distinguish among past, present, and future time.</p> <p>a. Compare community life now to community life in the past</p> <p>Program 1: Back Then Program 5: Moving On</p> <p>2. Describe people, places and events in the past</p> <p>a. Interpret a variety of print and non-print sources of information about the past</p> <p>Program 1: Back Then</p>	<p>A. History</p> <p>1. Distinguish between past, present and future time.</p> <p>a. Identify the relationship among events in a timeline.</p> <p>b. Compare family life in the local community by considering such things as jobs, communication, and transportation</p> <p>Program 1: Back Then Program 5: Moving On</p> <p>2. Explain how people lived in the past by using a variety of primary and secondary sources</p> <p>a. Identify information about people, places, or events of the past using pictures; photographs, maps, audio or visual tapes, and or documents</p> <p>Program 1: Back Then</p>

VOLUNTARY STATE CURRICULUM

Pre-K – Grade 3

2.0 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. Geography</p> <p>1. Identify and use maps and globes</p> <p>a. Recognize that maps and globes help people to locate places</p> <p>2. Recognize and describe places</p> <p>a. Describe that places have features that may be natural and/or human-made</p> <p>3. Identify the importance of transportation in their community</p> <p>a. Identify forms of transportation in their community</p>	<p>A. Geography</p> <p>1. Identify and use maps and globes</p> <p>a. Describe a globe as a model of the Earth showing land and water</p> <p>b. Describe how a map helps to locate places</p> <p>2. Describe places</p> <p>a. Identify land forms, such as mountains and hills; and identify bodies of water, such as oceans, rivers and streams</p> <p>b. Identify human-made features of places in their immediate environment, such as buildings, sidewalks, streets, and bridges</p> <p>3. Describe how transportation links people and places</p> <p>a. Identify ways that people travel on land, water, and air</p> <p>b. Explain how transportation is used to move goods and people from place to place</p>	<p>A. Geography</p> <p>1. Locate and describe places using maps and globes</p> <p>a. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)</p> <p>b. Locate the continents and oceans using maps and a globe</p> <p>2. Describe places and regions</p> <p>a. Identify: land forms, such as valley, island, plains; and bodies of water, such as lakes, and bays</p> <p>b. Identify human-made features, such as monuments, bridges and factories</p> <p>3. Explain how transportation and communication networks link places by the movement of goods, messages and people</p> <p>a. Compare types of transportation used to move goods and people today and long ago</p> <p>b. Compare ways people communicate today and long ago</p> <p>4. Explain how people adapt to and modify their natural environment</p> <p>a. Identify ways people depend on the natural environment for food, clothing, and shelter</p> <p>b. Identify ways people affect the natural environment, such as destroying a bird's nest or picking up litter</p>	<p>A. Geography</p> <p>1. Locate and describe places using maps and globes</p> <p>a. Identify the purpose and use of a variety of maps, such as physical maps, school maps and neighborhood maps</p> <p>b. Identify the equator, poles and hemispheres on a globe</p> <p>Program 8: Where We Live Program 9: This Is The Place</p> <p>2. Classify places and regions</p> <p>a. Describe and classify how natural/physical features, such as deserts, peninsulas, beaches, coastlines identify a place</p> <p>b. Describe and classify human-made features, such as, buildings, streets, bridges, cultivated land, dams and tunnels identify a place</p> <p>c. Describe places using weather, climate, vegetation and natural/physical features, such as mountain, beach and plain</p> <p>Program 9: This Is the Place</p> <p>3. Explain how transportation and communication networks link places by the movement of goods, ideas and people</p> <p>a. Identify how transportation networks link people and goods to places</p> <p>b. Identify how communication networks link people and messages to places</p> <p>Program 5: Moving On</p> <p>4. Explain how people adapt to and modify their natural environment</p> <p>a. Describe ways that people adapt to the natural environment for food, clothing, and shelter</p> <p>c. Describe ways that people modify their natural environment and the impact of those modifications, such as clearing trees, building a dam, and farming land.</p> <p>Program 8: Where We Live</p>	<p>A. Geography</p> <p>1. Locate and describe places using geographic tools</p> <p>a. Describe the characteristics and purposes of a variety of maps, such as community, transportation, physical and political</p> <p>b. Construct and interpret a variety of maps by using map elements, such as title, order, compass rose, simple grid system, author and date, and legend/key</p> <p>c. Identify and describe the location of major cities in Maryland and the United States using maps and globes</p> <p>Program 8: Where We Live Program 9: This Is The Place</p> <p>2. Explain the similarities and differences of communities using geographic characteristics.</p> <p>a. Describe how natural/physical and human-made features affect the ways that people live and work, and the population distribution of a region</p> <p>b. Compare places based on their natural/physical and human characteristics</p> <p>c. Describe how natural/physical and human-made characteristics of a region change over time</p> <p>Program 2: Comparing Communities Program 8: Where We Live Program 9: This Is The Place</p> <p>3. Describe how transportation and communication networks link places through the movement of goods, ideas and people</p> <p>a. Explain how transportation and communication networks connect places, people, and ideas</p> <p>b. Identify reasons for the movement of people from one region to another</p> <p>Program 5: Moving On</p> <p>4. Explain how people adapt to, modify, and protect their natural environment</p> <p>a. Describe how people in a community modify their natural environment to accommodate changing needs for transportation, and housing and how people make a living</p> <p>b. Describe how and why people protect the natural environment</p> <p>Program 8: Where We Live</p>

VOLUNTARY STATE CURRICULUM
Pre-K – Grade 3

			Program 12: What's New?	b. Describe the interdependence of people because of specialization Program 4: This For That
--	--	--	---	---

VOLUNTARY STATE CURRICULUM

Pre-K – Grade 3

4.0 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. Political Science</p> <p>1. Identify the importance of rules</p> <p>a. Generate and follow classroom rules</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 the practice of saying the Pledge of Allegiance</p> <p>3. Identify people important to the American political system</p> <p>a. Recognize important people, such as George Washington, Abraham Lincoln, and the current President of the United States</p> <p>4. Identify the roles and responsibilities of being a member of the family and school</p> <p>a. Identify roles of family members</p> <p>b. Identify student responsibilities in the classroom</p> <p>c. Identify the roles of members of the school, such as principal, teacher, and nurse</p>	<p>A. Political Science</p> <p>1. Identify the importance of rules</p> <p>a. Identify reasons for classroom and school rules, such as maintaining order and keeping everything safe</p> <p>b. Recognize some rules can help ensure that everyone is treated fairly</p> <p>2. Identify symbols and practices associated with the United States of America</p> <p>a. Recognize common symbols, such as the bald eagle, the American Flag and the White House</p> <p>b. Recognize that saying the Pledge of Allegiance and singing the national anthem are patriotic practices</p> <p>3. Identify people important to the American political system</p> <p>a. Identify people important in American history, such as George Washington, Abraham Lincoln, Rosa Parks and Martin Luther King, Jr.</p> <p>b. Identify the individuals recognized on holidays, such as Presidents' Day and Martin Luther King, Jr. Day</p> <p>4. Describe the roles and responsibilities of being a member of the family and school</p> <p>a. Describe the roles and responsibilities of family members</p> <p>b. Demonstrate and describe responsibilities in the classroom</p> <p>c. Describe the roles of members of the school, such as principal, crossing guard, bus drivers and teachers</p>	<p>A. Political Science</p> <p>1. Explain the importance of rules</p> <p>a. Explain how rules promote fairness in the school and community</p> <p>b. Identify leadership positions in the school and explain their role in keeping students safe and maintaining order</p> <p>2. Identify symbols and practices associated with the United States of America</p> <p>a. Describe how actions such as pledging allegiance to the American flag and singing songs, such as the national anthem and "America" demonstrate patriotism</p> <p>3. Identify and describe people important to the American political system</p> <p>a. Identify and describe the importance of people, such as Harriet Tubman and Benjamin Franklin</p> <p>b. Describe why holidays, such as Presidents' Day, and Martin Luther King, Jr. Day are celebrated</p> <p>4. Describe the rights and responsibilities of being a participating member of the family, school and community</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and community</p> <p>b. Describe ways to work together to maintain a clean and safe environment</p>	<p>A. Political Science</p> <p>1. Explain the importance of rules</p> <p>a. Explain how school and community rules promote orderliness, fairness and safety</p> <p>b. Identify leadership positions in the community and explain how they can be helpful in maintaining safety and order</p> <p style="text-align: center;">Program 6: It's The Law</p> <p>2. Identify democratic skills and attitudes associated with the United States of America</p> <p>a. Connect certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom</p> <p>3. Explain the contributions of people important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their community, such as county executives, county council or mayor, and city council</p> <p>b. Describe how holidays, such as President's Day, Martin Luther King, Jr. Day, Memorial Day, and Maryland Day reflect democratic beliefs, such as patriotism, equality, justice, truth, diversity, and individual rights that are commonly held by Americans</p> <p>4. 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 influences how members of the family, school, and community perform their roles and responsibilities to make a difference</p> <p>b. Identify concerns in the community, such as safety issues and pollution problems and identify ways to resolve concerns</p> <p style="text-align: center;">Program 7: Count On Me Program 11: Fix It</p>	<p>A. Political Science</p> <p>1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</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 citizens and maintaining order</p> <p>b. Explain why all citizens must follow rules and laws even when rules conflict with what they want</p> <p>c. Describe the role of government leaders in making and enforcing laws</p> <p style="text-align: center;">Program 6: It's The Law</p> <p>2. Explain how certain symbols are associated with the democratic principles and values of the United States government.</p> <p>a. Describe democratic principles and values associated with symbols, and landmarks such as freedom represented by the bald eagle, patriotism represented by the American flag, the power of the United States government represented by the Statue of Liberty, and authority by the White House</p> <p>b. Explain the importance of the democratic principles and values, such as individual rights, common good, fairness and equal treatment, and patriotism</p> <p style="text-align: center;">Program 7: Count On Me</p> <p>3. Describe how people and past events have contributed to the American political system.</p> <p>a. Describe the contributions of people who contributed to the common good of society such as Rosa Parks - civil rights, Caesar Chavez -equal rights for migrant workers, Jimmy Carter-world peace efforts</p> <p>b. Describe the democratic values and events associated with national holidays, such as Flag Day, Fourth of July, Memorial Day, and Veterans Day</p> <p>4. Explain the rights and responsibilities of being a member of the school and the community.</p> <p>a. Describe the responsibilities of being a good citizen such as voting, being informed, following laws, participating in government, and volunteering</p> <p style="text-align: center;">Program 7: Count On Me</p>

VOLUNTARY STATE CURRICULUM
Pre-K – Grade 3

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p>5. Analyze the role of individual and group participation in creating a supportive community.</p> <ul style="list-style-type: none"> a. Explain the decision-making process used to accomplish a community goal or solve a community problem b. Describe the actions of people who have made a positive difference in their community such as community and civic leaders. <p>Program 11: Fix It</p>

VOLUNTARY STATE CURRICULUM

Pre-K – Grade 3

5.0 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)- 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>Peoples of the Nations and World</p> <p>1. Identify similarities and differences in people and families</p> <p>a. Recognize qualities, such as interests, skills, and experiences that make individuals and families unique</p> <p>b. Recognize ways that individuals and families are alike and different, yet form a community</p> <p>2. Identify how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills, such as listening to others, and taking turns that help people live, work, and play together at home and in school</p>	<p>A. Peoples of the Nations and World</p> <p>1. Recognize elements of culture</p> <p>a. Recognize clothing and food as elements of culture</p> <p>b. Recognize traditions celebrated in families</p> <p>2. Explain how groups of people interact</p> <p>a. Describe the importance of appropriate social skills in group interactions</p>	<p>A. Peoples of the Nations and World</p> <p>1. Describe elements of culture</p> <p>a. Identify that clothing, food, shelter, recreation, education, stories, art, and music may distinguish a culture</p> <p>b. Describe how traditions are celebrated in families and schools</p> <p>2. Describe how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills for working together in a cooperative group</p> <p>b. Recognize that people may have different points of view about an issue or problem</p>	<p>A. Peoples of the Nations and World</p> <p>1. Examine elements of two different cultures of the world</p> <p>a. Compare elements of at least two diverse cultures</p> <p>b. Explain ways people of different ages and/or cultural backgrounds help pass on traditions</p> <p>Program 2: Comparing Communities Program 10: Just Like Me and Different Too</p> <p>2. Explain how different points of view affect the way groups of people interact</p> <p>a. Recognize that different points of view may result in conflict</p> <p>b. Explain situations that demonstrate conflict, cooperation, and compromise</p> <p>Program 11: Fix It</p>	<p>A. Peoples of the Nations and World</p> <p>1. Describe the benefits of a multicultural setting</p> <p>a. Describe how media provides information about cultures</p> <p>b. Compare the clothing, food, shelter, recreation, education, stories, art, music, and language of several cultures</p> <p>c. Explain how a variety of cultures may contribute to society</p> <p>Program 2: Comparing Communities Program 10: Just Like Me and Different Too</p> <p>2. Explain how different points of view affect the way groups of people interact</p> <p>a. Describe how different points of view may result in cooperation or conflict</p> <p>b. Explain how a school-based issue can be resolved through cooperation</p> <p>Program 11: Fix It</p>