

# **MCYD Testimony in Support of HB 11-Content Standar**

Uploaded by: DeLong, Michael

Position: FAV

Delegate Anne R. Kaiser  
Delegate Alonzo T. Washington  
Delegate C.T. Wilson



## Montgomery County Young Democrats Testimony to House Ways and Means Committee

Support for HB 11- Public Schools - African American History - Development of Content  
Standards and Implementation  
1/27/2021

Montgomery County Young Democrats (MCYD) strives to educate and motivate our peers to become involved in the political process through strong, progressive candidates and policies. We, as members of this group, support HB 11- Public Schools - African American History - Development of Content Standards and Implementation. This bill will require the State to develop content standards for African American history to be included in certain State standards for social studies which is long overdue.

As residents of Montgomery County, we believe students, who are the future of our country, need to understand the rich history of African Americans in our nation. The current focus on White American history has not served all of our youth in the same way. By expanding to include African American history youth will get a better understanding of our country and current issues through different lenses. Whitewashing history has been a persistent problem in American education systems and this bill is a chance to address that problem.

Professor Walter Russell Mead of the Fordham Institute found that “states generally fail to address the non-Western world in sufficient detail” in his comprehensive analysis of World education in all 50 states.<sup>1</sup> Focusing on and intentionally including African American history will deepen Montgomery County students' understanding of our country and the importance of a well-rounded education.

We also applaud the content standards for African American history, which include the contributions of African Americans to society, slavery and the abolitionist movement, and the

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[https://edex.s3.amazonaws.com/publication/pdfs/State%20of%20State%20World%20History%20Standards%202006\\_8.pdf](https://edex.s3.amazonaws.com/publication/pdfs/State%20of%20State%20World%20History%20Standards%202006_8.pdf)

fight against Jim Crow laws. Too many people are not taught these issues in school and as a result are ill informed about them, which has negative consequences for everyone.

These content standards for African American history in the Montgomery County Public School education system-and the Maryland education system-will benefit the entire community and create more well informed students and future leaders. We urge your support for HB 11.

Please contact us at [mocoyoungdems@gmail.com](mailto:mocoyoungdems@gmail.com) if you have any questions.

# **LoS - African American History Education Content.p**

Uploaded by: Gillard, Alvin

Position: FAV

# State of Maryland

## Commission on Civil Rights

*"Our vision is to have a State that is free from any trace of unlawful discrimination."*



### *Officers*

Alvin O. Gillard, Executive Director  
Nicolette Young, Assistant Director  
Glendora C. Hughes, General Counsel

Governor  
Larry Hogan  
Lt. Governor  
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Rabbi Binyamin Marwick  
Jeff Rosen  
Gina McKnight-Smith, PharmD, MBA

January 27, 2021

### **House Bill 11 – Public Schools - African American History - Development of Content Standards and Implementation POSITION: Support**

Dear Chairperson Kaiser, Vice Chairperson Washington, and Members of the House Ways & Means Committee:

The Maryland Commission on Civil Rights ("MCCR"; "The Commission") is the State agency responsible for the enforcement of laws prohibiting discrimination in employment, housing, public accommodations, and state contracts based upon race, color, religion, sex, age, national origin, marital status, familial status, sexual orientation, gender identity, genetic information, physical and mental disability, and source of income.

House Bill 11 mandates that the State Board of Education adopt uniform content standards for all Maryland public schools for African American history. The topics identified for inclusion are the history of African people before political conflicts that led to slavery; the contributions of African Americans to society; slavery and abolition; Jim Crow laws; the 1921 Tulsa Race Massacre; social injustice and police brutality; and additional topics determined to be relevant by the State Board of Education. Counties are charged with developing and implementing age-appropriate curriculum guides for teaching beginning in the 2022-2023 school year.

The Maryland Commission on Civil Rights supports HB11 because it is important for every student in Maryland to receive a holistic education that provides a comprehensive analysis of the past and present situation of African-descended people in the United States. The particular topics identified in this bill have a profound nexus to many of the challenges we are currently facing. It is MCCR's belief that teaching these particularly significant events in African American history will not only assist students with better understanding today's challenges, but will also better equip them to address these challenges in their communities.

For these reasons, MCCR strongly encourages a favorable vote on HB11. Thank you for your time and consideration of the information contained in this letter. The Maryland Commission on Civil Rights looks forward to the continued opportunity to work with you to improve and promote civil rights in Maryland.

# **HB011 testimony Molly Goeller 2021.pdf**

Uploaded by: Goeller, Molly

Position: FAV



# THE EPISCOPAL DIOCESE OF MARYLAND

## HB 11 - Public Schools - African American History - Development of Content Standards and Implementation

Ways and Means Committee

1/27/2021

SUPPORT

Good afternoon, my name is Molly Goeller and I am 16 years old, and I attend Severna Park High School as a sophomore and today I am representing the Episcopal Diocese of Maryland in Support of HB 11. Teaching black history in schools helps us who may have little or no interaction with African Americans form an accurate understanding of African American history and oppression in the United States. Lack of cultural appreciation leads to prejudice racial intolerance in the United States, around the world and in just everyday life. I believe schools have a responsibility to provide and teach children accurate information which can give us a more educated outlet to make our own decisions and have our own opinions and beliefs. We need to learn about Black history so it will give the correct facts and contributions of African Americans both historically and currently. Right now we have very limited information available in the schools. There are so many people out there who have been deprived of true Black History that isn't included in outdated history books. Providing kids with this education can help amend the and unite us rather than divide like how we are living today.

When we are taught black history in school, we get an understanding of the division of racism in this society and others before. This is a good thing because it already teaches kids that no matter your skin color, you shouldn't be looked at and treated differently. How would you feel, if years and years of your peoples' history and historic events were being left out of history books that the entire American youth use to learn? How would you feel if this lack of education created a larger and larger racial divide? I do not want to live in a world of division anymore. You have the ability to be a part of that solution to make all children feel appreciated and safe. Please support HB11

## **testimony.HB11.pdf**

Uploaded by: Muhammad, Huzzaifa

Position: FAV





January 23, 2021

Honorable Delegate Anne R. Kaiser  
Chair, House Ways and Means Committee  
House Office Building, Room 131  
Annapolis, MD 21401

**Re: Testimony in SUPPORT of HB11 – Public Schools - African American History-Development of Content Standards and Implementation**

Dear Chair Anne R. Kaiser and House Ways and Means Committee Members:

On behalf of the Council on American-Islamic Relations, I thank you for this opportunity to testify in support of House Bill 11 entitled Public Schools - African American History-Development of Content Standards and Implementation. CAIR is America's largest Muslim civil rights and advocacy organization.

African Americans have played an integral role in shaping the foundation of our society and country since before its founding. However, African American communities continue to be plagued with many misrepresentations and stereotypes that are inappropriate, harmful and do injustice to their legacy and contributions.

Mandating the development of certain content standards for African American history to be included in the social studies curriculum in an age appropriate way is a vital first step in rectifying the harms that have been perpetuated, and educating children on the injustices against, and the important achievements and contributions of African Americans throughout history. It will help ensure a more balanced and equitable portrayal of African Americans through the use of proper education.

This bill will create a healthier society that reduces racial injustices against African American communities. We support this bill and respectfully urge your vote in favor of it. Thank you for your consideration.

Sincerely,

Huzzaifa Muhammad  
Government Affairs Intern, CAIR Office in Maryland  
Council on American-Islamic Relations  
Email: [mdintern@cair.com](mailto:mdintern@cair.com)

# **HB11 Testimony\_FAV\_Preservation Maryland.pdf**

Uploaded by: Nwaebube, Ruby

Position: FAV

Testimony of Ruby Nwaebube

Advocate Associate, Preservation Maryland

Before the  
Ways and Means Committee  
January 25, 2021

Pertaining To: HB11, Public Schools - African American History - Development  
of Content Standards and Implementation  
*Support*

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On behalf of the staff and Board of Directors of Preservation Maryland, I thank you for the opportunity to provide testimony on the value of history and preservation in Maryland.

Preservation Maryland is the statewide voice for historic preservation that works to protect the best of Maryland. Since 1931, Preservation Maryland have worked tirelessly to protect the places, stories, and communities in Maryland that matter.

#### SUPPORT FOR HOUSE BILL 11

Preservation Maryland emphatically supports HB11. This bill requires the State Board of Education to develop African American History content, from the pre-colonial Africa to the current social justice issues, for implementation in the State's Social Studies Curriculum for the 2022-2023 school year. This bill supports the initiation, expansion, and reconciliation of the African American history narrative in every public school in Maryland.

Maryland has one of the oldest and richest histories of any state in the nation. Accordingly, it is important to develop and teach a more robust and accurate historical narrative in the state. From a historic preservation perspective, developing and teaching comprehensive, accurate African American history is right for Maryland's students, and indeed for all Americans. We should not allow our education system to continue to teach a one-sided at best, or a whitewashed

and revisionist at worst, narrative. Nor can we continue the notion that African American history only consists of two eras: Slavery and the Civil Rights Movement. African Americans have been the cofounders of Maryland and the United States, yet their contributions have been neglected and minimized. HB11 would go a long way to giving Maryland's students a comprehensive look at African American history, while not ignoring the facts or rewriting the dark history rooted in our country. Not recognizing the full contributions of African Americans is denying their integral part in shaping the current state of Maryland, and one way to rectify this is by ensuring that young Marylanders learn this history.

Today, we are living in two Americas. We have one America that we witnessed this month who rioted and desecrated the Capitol, believing that white supremacy reigns over democracy. Then there is the other America, where minorities and allies are protesting for their treatment and rights. America is a divided nation, but learning from our history, the good and the bad, the privileged and the marginalized, is one step to addressing this divide.

When we talk about the relationship between African Americans and the United States, it is often an uncomfortable conversation. This conversation is covered with a band-aid, because as a nation, we do not want to remember or fully address the problems. HB11 will not only develop a more inclusive content in the social studies curriculum but will rip off the band-aid placed on our dark history. With the passage of this legislation, the Maryland Department of Education will have an opportunity to teach its students an accurate and complete history and to start the healing process in our state.

Therefore, I respectfully support and urge a favorable passage of HB11.

Contact: Ruby Nwaebube, Preservation Maryland (919) 345-46202

## **hb011 testimony finley slenker 2021 2.pdf**

Uploaded by: Slenker, Finley

Position: FAV



# THE EPISCOPAL DIOCESE OF MARYLAND

HB 11 - Public Schools - African American History - Development of Content Standards and

Implementation

Ways and Means Committee

1/27/2021

SUPPORT

Good afternoon, my name is Finley Slenker and I am 13 years old, attend Annapolis Middle School and today I am representing the Episcopal Diocese of Maryland in Support of HB 11.

Growing up I learned about our great and brave founding fathers who built our country from the ground up. We were of course taught about slavery and how awfully treated African Americans were. We also learned about the underground railroad, Harriet Tubman, Martin Luther King, Jr. and other great African Americans. We have an entire month dedicated to honoring these people and teaching about African American history, which is great but see as there are 11 other months in a year where we are taught the same things we have been taught for years on end. One month seems a little small. There are things we are taught that played a major part in our history but are only talked about in school for a few years in your elementary school career; such as the Underground Railroad which I learned about how it was used for escaping enslaved people who needed safe houses. Things that are not talked about in school that could be handled in more depth are how people would tie green and red ribbons on lawn jockey statues indicating safety and danger.

Schools could also teach about how Harriet Tubman was the first woman to lead a major military operation. Tubman and her African American soldiers rescued more than 700 slaves in the Combahee Ferry Raid during the Civil War!

Now, I've told you what should be included in our education but not why. You can ask anyone in my grade when the Black Lives Matter movement started and they would say last year or not know at all. Most of what kids know about Black History is from what they read online or popular apps like Tik Tok, which is not always accurate. That is why we should be learning these things in school. We should be learning this along with the Founding Fathers or Christopher Columbus who discovered The Dominican Republic and said he found a continent.

Lack of knowledge on important things like Black History can result in ignorance and racism which is what has been happening even before the United States was founded. It all starts with what you have been told your whole life. With your help, we can start on the next step of a long and bumpy road of fixing the centuries of racism and discrimination.

Please support HB11.

## **HB 11 Letter of Support-Outline.pdf**

Uploaded by: Wilson, Delegate C.T.

Position: FAV

C. T. WILSON  
*Legislative District 28*  
Charles County



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Economic Matters Committee  
*Chair*  
Business Regulation Subcommittee

House Chair, Veterans Caucus  
Chair, Southern Maryland Delegation

THE MARYLAND HOUSE OF DELEGATES  
ANNAPOLIS, MARYLAND 21401

**Testimony for HB 11**  
**Ways and Means Committee**

Good Afternoon Madame Chair, Mr. Vice – Chair, and esteemed members of the committee  
I am Delegate C.T Wilson and it's a privilege to be here to present:

**House Bill 11 entitled: Public Schools – African American History – Development of  
Content Standards and Implementation**

**Bill Overview:**

Requiring the State Board of Education, by December 1, 2021, to develop content standards for African American history to be included in certain State standards for social studies; requiring the content standards to include certain topics; requiring each county board of education to develop and implement certain age – appropriate curriculum guides for African American history subject to certain content standards; requiring each public school in the State, by the 2022 – 2023 school year, to implement an African American history curriculum

**Outline:**

1. The State Board must develop content standards for African American History to be included in the State standards and framework of social studies
2. The content of standards must include topics such as: the history of African people before political conflict that led to slavery; the contributions of African Americans to society; slavery and abolition; Jim Crow laws; the 1921 Tulsa Race Massacre; Social injustice and police brutality; and any additional topics determined to be relevant, etc.
3. Each County Board shall develop and implement an age – appropriate curriculum guides for African American History subject to the content standards which will begin at the 2022 – 2023 school year, in which all public schools in the state shall include African American History in the Social Studies curriculum.



**Conclusion:** In conclusion, this bill aims to develop and implement African American history standards into all public-school curriculum in Maryland. This will allow students to learn African American history more in depth and how African Americans have helped shape and build America up to what it is today. The State Board of Education may adopt regulations to implement these requirements adapting to age-appropriate curriculums.

**Thank you** for your time and I request a favorable report for **HB 11**. I am open to any questions or concerns that you may have regarding this bill.

# **AACPS HB11 African American Curriculum SWA 1.27.21**

Uploaded by: Ortiz, Jeanette

Position: FWA



## HB11 PUBLIC SCHOOLS - AFRICAN AMERICAN HISTORY - DEVELOPMENT OF CONTENT STANDARDS AND IMPLEMENTATION

January 27, 2021

WAYS AND MEANS COMMITTEE

### SUPPORT WITH AMENDMENTS

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

Anne Arundel County Public Schools (AACPS) supports with amendments **HB11 Public Schools - African American History - Development of Content Standards and Implementation**. This bill requires the State Board of Education to develop content standards for African American history to be included in the State Standards and Frameworks in social studies by December 1, 2021. Each local board of education must develop and implement age-appropriate curriculum guides based on the content standards developed by the State Board of Education. Beginning in the 2022-2023 school year, each public school must include African American history in the social studies curriculum. By December 1, 2021, the Maryland State Department of Education (MSDE) must report on the content standards, including the content standards for each grade level.

AACPS generally opposes efforts by the General Assembly to legislate local public school curriculum or assessments. The authority to establish curriculum and assessments is the domain of the State Board of Education and the local boards of education, the same entities charged with the responsibility to research, investigate, and evaluate both curriculum and assessments. Maintaining this authority with the State Board and local boards allows local boards of education to collaborate with the State and stakeholders to ensure that all students, schools, and school systems are held accountable.

However, we do support this legislation with amendments. First, HB11 places the responsibility for the development of content standards for African American history where it belongs – with the State Board of Education. It is time for Maryland to ensure that every public school student in the State receive accurate and thorough education about the extraordinary contributions of African Americans have made in Maryland and across the nation. Failure to require the State Board of Education to develop such content standards has resulted in local school systems not educating Maryland students on comprehensive African American history. All children from all walks of life should have access to a rich education about African American history as it is the fabric of who we are as a nation – it is American history.

The AACPS grade 4, grade 5, grade 8 and grade 9 United States History courses are being audited and rewritten to align to the new frameworks and with a specific focus of including more diverse and inclusive histories. Special attention is being placed on local and state level African American History. The AACPS Social Studies Office is currently engaged in a local history project with the Office of Equity and Accelerated Student Achievement to establish connections and provide a streamline of materials to integrate into K-12 curriculum related to local African American History. AACPS also has an African American History elective course offered at the high school level and we are looking to make this one-semester course into a two-semester offering with a greater depth of national and local African American History.

While we support the goal and intent of this bill, AACPS requests two amendments to HB11. First, we respectfully request that the bill include language requiring MSDE and the State Board of Education to conduct a gap analysis of current State curriculum content standards to determine what African American history and contributions content standards are already being required by the State in order to determine the best manner in which to implement the proposed legislation. Second, we request that the State Board of Education conduct a gap analysis across all public school curriculum content as the contributions of African Americans and social justice issues encompass all facets of American life such as the sciences, the arts, and literature. We also have concerns that, as drafted, the legislation may limit local school systems from educating their students about local African American history and contributions. As such, we request that the Committee ensures that there is no language limiting such local education.

Accordingly, AACPS respectfully requests a **FAVORABLE** committee report with the proposed amendments on HB11.

# **HB 11--AA History Standards and Curriculum--INFO--**

Uploaded by: Dove, Tina

Position: INFO

**Informational Testimony regarding House Bill 11  
Public Schools—African American History—  
Development of Content Standards and Implementation**

**House Ways and Means Committee**

**January 27, 2021**

**1:30 pm**

**Tina N. Dove, M.Ed.  
Government Relations**

The Maryland State Education Association offers this informational testimony on House Bill 11, legislation that would require the State Board of Education to develop content standards for African American history and to include them in the state standards for social studies. In addition, it would require each local board of education to develop and implement age-appropriate curriculum guides based on the content standards developed by the Board.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our 896,837 students for careers and jobs of the future. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3 million-member National Education Association (NEA).

The history of both our state and our country is far more diverse than is generally reflected in the content and courses currently taught in public schools. As such, many members of the United States and Maryland body politic can progress through their formal primary and secondary education and rarely, if ever, see themselves reflected in the content they are learning or hear about themselves in the stories they read and are told. This lack of inclusivity negatively impacts not only the agency our students perceive in their learning, but it also adversely impacts overall student engagement in their learning. This disconnect is further exacerbated by the dearth of a more diverse field of educators in our schools and by the

disproportionate (and sometime inaccurate) representations seen in society and in our culture that ultimately reinforces a sense of “otherness” for the people, communities, and cultures who have been rendered less relevant and less valuable.

MSEA unequivocally believes that our diversity makes us stronger. We recognize the importance of ensuring that all of our students see themselves in the lessons they learn and experiences they enjoy while under our tutelage. There is no doubt that the current history, civics, and cultural standards required by our state could be more reflective of the myriad people and communities that live in our state and in our country. To that end, MSEA has thrown our support behind a similar effort called for in HB 140—legislation introduced this session by Del. Gabriel Acevero—that calls for the creation of a commission to study the state’s current standards and make recommendations aimed at amending these standards so that they better reflect not only the history of the African American community in Maryland but of other affinity group communities within our state. And while ensuring the diversity of voices is brought forth in our social studies standards, we would be falling short if we did not consider ways in which the myriad of historically underrepresented voices are incorporated into all of the subject areas our students are learning, including those deemed to be core content areas—math, science, English language arts, and social studies—as well as those outside of the core areas, such as the arts, health education, career and technology education, etc.

Finally, MSEA believes unequivocally that educators need to play a significant role in any and all efforts to review learning standards and to suggest curriculum resources and instructional best practices best suited to meet said standards. These educators should come from both the ranks currently serving in our PreK-12 schools and from higher education, particularly those who are responsible for preparing future educators in content-specific instructional methodology. This will ensure that those most keenly aware of the current instructional landscape in our classrooms and the particular learning needs of our students and aspiring educators are positioned to influence and recommend that which is most needed in our schools and communities. We thank the sponsor for bringing this legislation forward and for setting the table for this very important conversation.

## **HB 11 - LOI - Public Schools - African American Hi**

Uploaded by: Hands, Zachary

Position: INFO





**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

**EXPLANATION:**

The Maryland State Department of Education (MSDE) is providing information for consideration regarding **House Bill 11 Public Schools-African American History – Development of Content Standards and Implementation**, which specifies that on or before December 1, 2021, the State Department of Education shall report to the General Assembly content standards for African American history included in the State Standards and Frameworks in Social Studies. Beginning in the 2022-2023 school year, each public school in the state shall include African American History in the Social Studies curriculum.

What the bill refers to as content standards and topics are defined by the Maryland State Department of Education (MSDE) as a State Framework. In Maryland, standards are defined as statements that define what students should know and be able to do in a core content area. State Standards are adopted by the State Board of Education in COMAR and reviewed at least every eight years in accordance with the Regulatory Review and Evaluation Act, State Government Article §§ 10-130-10-139 Annotated Code of Maryland. That review process recently concluded in July 2020, with newly revised standards being adopted by the State Board of Education. The revised State Standards in Social Studies are:

**Civics** - Students will inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

**People and Nations of the World** - Students will inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

**Geography** - Students will inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

**Economics** - Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

**History** - Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

House Bill 11/Public Schools - African American History - Development of Content Standards and Implementation  
Ways and Means  
January 27, 2021

**Skills and Processes** - Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

State Supporting Documents, including State Frameworks, provide guidance for implementing the standards adopted by the State Board of Education. They serve as guides for school systems as they develop local curricula. Traditionally, the State Frameworks have not been legislatively designed or reviewed. As defined by COMAR, State Supporting Documents are developed, reviewed, and revised by teams of Maryland educators, with guidance from local school system (LSS) Social Studies offices, and national models. The development of State Frameworks is typically a two-year process.

From 2015-2020 the Modern World History, American Government, Middle School United States History, and Elementary Social Studies PreK – Grade 5 State Frameworks were revised by Maryland educators. Grades 6 and 7 are currently under review, with a planned release in spring 2023. The topics identified in lines 1-14 on page 2 of HB11 are addressed in those newly revised State Frameworks. The content topics are introduced and/or reinforced in age-appropriate grade level Social Studies courses. The location of the indicators and objectives in the State Social Studies Frameworks that address the content topics HB11 can be found in **Attachment A**.

While much of the content identified in HB11 is included in the State Frameworks for Social Studies, that content is woven into the broader historical narrative of Social Studies courses in World History, World Cultures and Geography, United States History and American Government as well as the Social Studies courses offered at the elementary level. Although there is currently no State Framework which uniquely positions the African American story at the center of historical inquiry, nonetheless approximately 50% of Maryland's LSSs offer an elective course in African American History at the high school level. A State Framework in African American History as an elective course on the secondary level would improve consistency in expectations, organization, or content across local school systems, but will not address the difficulty that systems have in staffing elective courses.

Should the intent of HB11 be to support a statewide development of an African American History elective course, creating a State Framework within the six-month period provided by HB11 would require the reallocation of resources on the State level, and potential delay of current projects. Impacts could include: limiting the number summer professional development workshops offered by the Office of Social Studies, delay of the revisions to the Social Studies State Frameworks for Grades 6 and 7 (scheduled for January 2021- spring 2023), and assessment development activities for Social Studies grade 8 and American Government.

MSDE is dedicated to supporting the expansion of high-quality programs that prepare students with the knowledge and skills necessary to be empowered, informed, and socially responsible participants in our society.

We respectfully request that you consider this information as you deliberate **HB11**. For further information, please contact Zachary Hands, at 410-767-0504, or [Zachary.hands1@maryland.gov](mailto:Zachary.hands1@maryland.gov).

# **Social Studies State Frameworks Prek - HS.pdf**

Uploaded by: Hands, Zachary

Position: INFO

# Social Studies Framework: Pre-Kindergarten

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

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

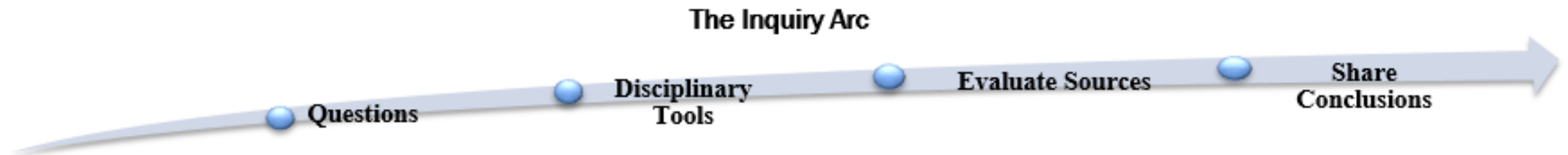
# Social Studies Framework: Pre-Kindergarten

## Standard 6.0

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

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

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



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

# Social Studies Framework: Pre-Kindergarten

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

# Social Studies Framework: Pre-Kindergarten

## Unit 1: Civics

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Freedom	What does it mean to be free?	<p><b>Students will examine the concept of freedom by:</b></p> <ul style="list-style-type: none"><li>defining freedom as being able to choose what your life looks like without interference from others.</li><li>defining equality as the same freedoms that are held by all people.</li></ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support,</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions</p>



## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).  <b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>research and shared writing projects.  <b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p>as desired to provide additional detail.  <b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	<p>Students will examine the role of conflict and compromise by:</p> <ul style="list-style-type: none"> <li>identifying school or community conflicts that require working with groups to resolve.</li> <li>identifying how multiple perspectives and the freedom to express varied opinion in a democratic society can complicate conflict resolution.</li> <li>explaining the role of authority in promoting compromise and how it can resolve conflict.</li> <li>exploring how compromise is used in civic life at home, school, and community.</li> </ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.  <b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.  <b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.  <b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.  <b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.  <b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.  <b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.  <b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.  <b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.  <b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.  <b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.  <b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.  <b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.  <b>W.PreK.7</b> Participate in shared research and shared writing projects.  <b>W.PreK.8</b> With modeling and support from adult, recall information from</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.  <b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.  <b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.  <b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.  <b>SL.PreK.6</b> With modeling and</p>



## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.PreK.10</i> Actively engage in group reading activities with purpose and understanding.	experiences or information from provided sources to answer a question.	support, speak audibly and express thoughts, feelings, and ideas clearly.
Rules	Why do we have rules at home, at school and in our community?	<p>Students will analyze the how groups and people in authority use rules to promote the common good by:</p> <ul style="list-style-type: none"> <li>explaining that rules serve to support order and protect individual rights.</li> <li>comparing rules at home, school, and community.</li> <li>explaining why rules are different based on location.</li> <li>evaluating classroom rules for their ability to promote freedom and equality.</li> </ul>	<p><i>RI.PreK.1</i> With modeling and support, answer questions about details in an informational text.</p> <p><i>RI.PreK.2</i> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><i>RI.PreK.3</i> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><i>RI.PreK.4</i> With modeling and support, answer questions about unknown words in a text.</p> <p><i>RI.PreK.5</i> With modeling and support, identify the front cover, and back cover of a book.</p> <p><i>RI.PreK.6</i> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><i>RI.PreK.7</i> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><i>RI.PreK.8</i> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><i>RI.PreK.9</i> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> <p><i>RI.PreK.10</i> Actively engage in group reading activities with purpose and understanding.</p>	<p><i>W.PreK.1</i> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><i>W.PreK.2</i> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><i>W.PreK.3</i> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><i>W.PreK.5</i> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><i>W.PreK.6</i> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><i>W.PreK.7</i> Participate in shared research and shared writing projects.</p> <p><i>W.PreK.8</i> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p><i>SL.PreK.1</i> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.PreK.2</i> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><i>SL.PreK.3</i> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>SL.PreK.4</i> Describe familiar people, places, things, and events with modeling and support.</p> <p><i>SL.PreK.5</i> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><i>SL.PreK.6</i> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>

# Social Studies Framework: Pre-Kindergarten

## Unit 2: Geography

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Place	Where are we?	<p>Students will explain what makes their school special using geographic terms by:</p> <ul style="list-style-type: none"><li>identifying important objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.</li><li>describing the location of the school in relationship to other locations near and far away.</li></ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p> <p><b>W.PreK.8</b> With modeling and support</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p>

## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.	from adult, recall information from experiences or information from provided sources to answer a question.	<b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.
Human and Environmental Interaction	How does where we live impact how we act?	<p>Students will analyze the unique human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> <li>identifying ways that people in Maryland adapt to their environment including wearing different types of clothing throughout the year in their school.</li> <li>identifying ways that people in Maryland adapt their environment to meet their own individual and group, and family needs including cutting down trees for development.</li> </ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p> <p><b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.PreK.6</b> With modeling and support, speak audibly and</p>

## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.PreK.10</i> Actively engage in group reading activities with purpose and understanding.	provided sources to answer a question.	express thoughts, feelings, and ideas clearly.
<b>Movement</b>	<b>How do people connect?</b>	<p>Students will describe how transportation and communication link people and places by:</p> <ul style="list-style-type: none"> <li>explaining how transportation is used to move people from place to place.</li> <li>identifying means of transportation available both in their community and beyond.</li> </ul>	<p><i>RI.PreK.1</i> With modeling and support, answer questions about details in an informational text.</p> <p><i>RI.PreK.2</i> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><i>RI.PreK.3</i> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><i>RI.PreK.4</i> With modeling and support, answer questions about unknown words in a text.</p> <p><i>RI.PreK.5</i> With modeling and support, identify the front cover, and back cover of a book.</p> <p><i>RI.PreK.6</i> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><i>RI.PreK.7</i> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><i>RI.PreK.8</i> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><i>RI.PreK.9</i> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> <p><i>RI.PreK.10</i> Actively engage in group reading activities with purpose and understanding.</p>	<p><i>W.PreK.1</i> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><i>W.PreK.2</i> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><i>W.PreK.3</i> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><i>W.PreK.5</i> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><i>W.PreK.6</i> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><i>W.PreK.7</i> Participate in shared research and shared writing projects.</p> <p><i>W.PreK.8</i> With modeling and support from adult, recall information from experiences or information from provided sources to answer a</p>	<p><i>SL.PreK.1</i> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.PreK.2</i> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><i>SL.PreK.3</i> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>SL.PreK.4</i> Describe familiar people, places, things, and events with modeling and support.</p> <p><i>SL.PreK.5</i> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><i>SL.PreK.6</i> With modeling and support, speak audibly and express thoughts, feelings,</p>

# Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
				question.	and ideas clearly.

# Social Studies Framework: Pre-Kindergarten

## Unit 3: Economics

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

**Unit Question:** How do choices made by me and others impact our lives?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Scarcity	Why can't we have everything we want in school?	<p>Students will analyze the role of scarcity in their lives by:</p> <ul style="list-style-type: none"><li>explaining why people can't have everything they want using classroom and school examples.</li></ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to</p>

## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> <p><b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p>descriptions as desired to provide additional detail.</p> <p><b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>
Choice	How can we make good choices?	<p>Students will analyze decision making by:</p> <ul style="list-style-type: none"> <li>determining that people make choices because of limited resources.</li> </ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support,</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to</p>



## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> <p><b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p>provide additional detail.</p> <p><b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>
Trade	Why do people trade?	<p>Students will analyze trade by:</p> <ul style="list-style-type: none"> <li>identifying barter as a form of trade.</li> <li>explaining that people benefit when they trade voluntarily.</li> <li>describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p> <p><b>W.PreK.8</b> With modeling and support from adult, recall information from</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p>



## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			two texts on the same topic (i.e. in illustrations or descriptions). <b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.	experiences or information from provided sources to answer a question.	<b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.
Financial Literacy	How do people choose their jobs and careers?	<p>Students will analyze choices made regarding career paths by:</p> <ul style="list-style-type: none"> <li>identifying jobs and careers in their community.</li> <li>identifying the personal characteristics and interests that are needed for certain jobs and careers.</li> </ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p> <p><b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p>

# Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			illustrations or descriptions). <b><i>RI.PreK.10</i></b> Actively engage in group reading activities with purpose and understanding.	provided sources to answer a question.	<b><i>SL.PreK.6</i></b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

# Social Studies Framework: Pre-Kindergarten

## Unit 4: History

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Chronology	How do people change and stay the same over time?	<p>Students will analyze change over time by:</p> <ul style="list-style-type: none"><li>defining a historian as someone who learns about the past.</li><li>applying chronology to daily and weekly schedules.</li></ul>	<p><b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text.</p> <p><b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p><b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text.</p> <p><b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book.</p> <p><b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text.</p> <p><b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in</p>	<p><b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.</p> <p><b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p><b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p><b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>W.PreK.7</b> Participate in shared research and shared writing projects.</p>	<p><b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p> <p><b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to</p>

## Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			illustrations or descriptions). <b>RI.PreK.10</b> Actively engage in group reading activities with purpose and understanding.	<b>W.PreK.8</b> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	provide additional detail. <b>SL.PreK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.
Life in the Past	How is our life different today than in the past?	Students will utilize the tools of the historian by: <ul style="list-style-type: none"> <li>explaining how photographs help raise questions about the past and show what happened in an event.</li> <li>analyzing photographs of familiar objects like toys and technology from the past.</li> </ul>	<b>RI.PreK.1</b> With modeling and support, answer questions about details in an informational text. <b>RI.PreK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text. <b>RI.PreK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences. <b>RI.PreK.4</b> With modeling and support, answer questions about unknown words in a text. <b>RI.PreK.5</b> With modeling and support, identify the front cover, and back cover of a book. <b>RI.PreK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text. <b>RI.PreK.7</b> With modeling and support, tell how the illustrations/photographs support the text. <b>RI.PreK.8</b> With modeling and support, identify the reasons an author gives to support points in a text. <b>RI.PreK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	<b>W.PreK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. <b>W.PreK.2</b> Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic. <b>W.PreK.3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. <b>W.PreK.5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. <b>W.PreK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas. <b>W.PreK.7</b> Participate in shared research and shared writing projects.	<b>SL.PreK.1</b> Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups. <b>SL.PreK.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. <b>SL.PreK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.PreK.4</b> Describe familiar people, places, things, and events with modeling and support. <b>SL.PreK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.

# Social Studies Framework: Pre-Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.PreK.10</i> Actively engage in group reading activities with purpose and understanding.	<i>W.PreK.8</i> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	<i>SL.PreK.6</i> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

# Social Studies Framework: Kindergarten

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

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

Standard	Description of Standard
Standard 1.0 Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0 Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0 Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
Standard 4.0 Economics	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0 History	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Standard 6.0 Skills and Processes	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

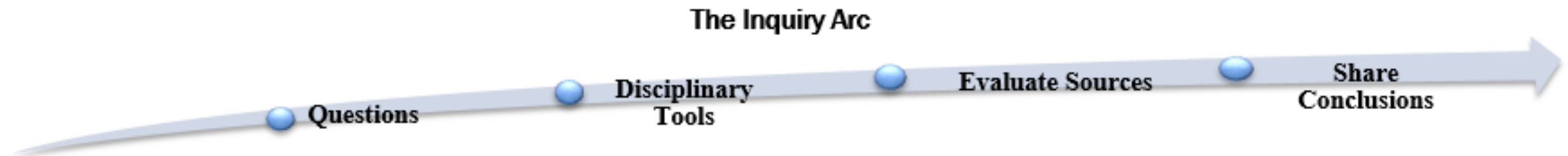
# Social Studies Framework: Kindergarten

## Standard 6.0

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

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

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



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

# Social Studies Framework: Kindergarten

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.



# Social Studies Framework: Kindergarten

## Unit 1: Civics

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Freedom	What does it mean to be free?	<p><b>Students will examine the concept of freedom by:</b></p> <ul style="list-style-type: none"><li>defining freedom as being able to choose what your life looks like without interference from others.</li><li>defining equality as the same freedoms that are held by all people.</li><li>defining equity as people having what they need to be successful regardless of their identities.</li><li>evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.</li></ul>	<p><i>RI.K.1</i> With prompting and support, ask and answer questions about key details in a text.</p> <p><i>RI.K.2</i> With prompting and support, identify the main topic and retell key details of a text.</p> <p><i>RI.K.3</i> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>RI.K.4</i> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>RI.K.5</i> Identify the front cover, back cover, and title page of a book.</p> <p><i>RI.K.6</i> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><i>RI.K.7</i> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><i>W.K.1</i> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><i>W.K.2</i> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><i>W.K.3</i> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><i>W.K.5</i> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><i>W.K.6</i> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>	<p><i>SL.K.1</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.K.2</i> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><i>SL.K.3</i> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>SL.K.4</i> Describe familiar people, places, things, and events and, with prompting and support, provide</p>

# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>analyzing the collective responsibility to protect one another from the infringement upon freedom for others in our community.</li> </ul>	<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	<p>Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> <li>identifying school or community conflicts that require working with groups to resolve.</li> <li>identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</li> <li>identifying that in the United States, individuals and groups have the ability to address problems in their community.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and</p>

## Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>explaining that individuals and people in authority compromise whenever possible to resolve conflict.</li> <li>explore how compromise is used in civic life at home, school, and community.</li> <li>creating an action plan for how compromise could address a school conflict.</li> </ul>	<p>appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <i>RI.K.8</i> With prompting and support, identify the reasons an author gives to support points in a text.  <i>RI.K.9</i> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <i>RI.K.10</i> Actively engage in group reading activities with purpose and understanding.</p>	<p>produce and publish writing including collaboration with peers.  <i>W.K.7</i> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).  <i>W.K.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>events and, with prompting and support, provide additional detail.  <i>SL.K.5</i> Add drawings or visual displays to descriptions as desired to provide additional detail.  <i>SL.K.6</i> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Rules	Why do we have rules at home, at school and in our community?	<p><b>Students will analyze the purpose of rules by:</b></p> <ul style="list-style-type: none"> <li>explaining that rules serve to support order and protect individual rights.</li> <li>comparing rules at home, school, and community.</li> <li>explaining why rules are different based on location.</li> <li>exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice.</li> </ul>	<p><i>RI.K.1</i> With prompting and support, ask and answer questions about key details in a text.  <i>RI.K.2</i> With prompting and support, identify the main topic and retell key details of a text.  <i>RI.K.3</i> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.K.4</i> With prompting and support, ask and answer questions about unknown words in a text.  <i>RI.K.5</i> Identify the front cover, back cover, and title page of a book.  <i>RI.6</i> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><i>W.K.1</i> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)  <i>W.K.2</i> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <i>W.K.3</i> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  <i>W.K.5</i> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen</p>	<p><i>SL.K.1</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.  <i>SL.K.2</i> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <i>SL.K.3</i> Ask and answer questions in order to seek help, get information, or clarify something that is not</p>

# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>creating a list of rules to support a just classroom.</li><li>evaluating classroom rules for their ability to promote freedom, equality and equity.</li></ul>	<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

# Social Studies Framework: Kindergarten

## Unit 2: Geography

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Place	What makes our school community's location special?	<p>Students will be able to explain how location makes their community special by:</p> <ul style="list-style-type: none"><li>• locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</li><li>• describing the relative location of Maryland by identifying the equator and north and south poles.</li><li>• identifying continents and oceans near and far from Maryland on maps and on a globe.</li><li>• locating key physical features and human-made features in their school community using maps and other geographic tools.</li><li>• describing where places are located in their school community on a map using relative distance and direction, such as</li></ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional</p>

# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<p>near-far, above-below and cardinal directions (north, south, east, and west).</p> <ul style="list-style-type: none"> <li>drawing the school's community using bird's eye view that includes important landmarks in a school or community.</li> </ul>	<p>support points in a text.  <i>RI.K.9</i> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <i>RI.K.10</i> Actively engage in group reading activities with purpose and understanding.</p>	<p>writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).  <i>W.K.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>detail.  <i>SL.K.6</i> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Human and Environmental Interaction	How does where we live impact how we live?	<p>Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> <li>contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>describing why and how people in Maryland protect the environment.</li> <li>explaining how people adapt to changes in the environment.</li> </ul>	<p><i>RI.K.1</i> With prompting and support, ask and answer questions about key details in a text.  <i>RI.K.2</i> With prompting and support, identify the main topic and retell key details of a text.  <i>RI.K.3</i> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.K.4</i> With prompting and support, ask and answer questions about unknown words in a text.  <i>RI.K.5</i> Identify the front cover, back cover, and title page of a book.  <i>RI.6</i> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  <i>RI.K.7</i> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place,</p>	<p><i>W.K.1</i> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)  <i>W.K.2</i> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <i>W.K.3</i> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  <i>W.K.5</i> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <i>W.K.6</i> With guidance and support from</p>	<p><i>SL.K.1</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.  <i>SL.K.2</i> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <i>SL.K.3</i> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <i>SL.K.4</i> Describe familiar people, places, things, and events and, with prompting and support, provide</p>



# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>Movement of People, Goods and Ideas</b>	<b>How do movement of goods and ideas influence the growth of a community?</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <ul style="list-style-type: none"> <li>explaining how transportation links goods and people both near and far.</li> <li>explaining how communication links people to ideas both near and far.</li> <li>identifying goods and ideas that make their community special and come from both near and far.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b><i>RI.K.7</i></b>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b><i>RI.K.8</i></b>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b><i>RI.K.9</i></b>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b><i>RI.K.10</i></b>Actively engage in group reading activities with purpose and understanding.</p>	<p>adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b><i>W.K.6</i></b>With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b><i>W.K.7</i></b>Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b><i>W.K.8</i></b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b><i>SL.K.4</i></b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b><i>SL.K.5</i></b>Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b><i>SL.K.6</i></b>Speak audibly and express thoughts, feelings, and ideas clearly.</p>



# Social Studies Framework: Kindergarten

## Unit 3: Economics

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

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

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Scarcity	Why can't we have everything we want in school?	<p>Students will analyze the role of scarcity in their lives by:</p> <ul style="list-style-type: none"><li>explaining why people can't have everything they want using classroom and school examples.</li><li>identifying natural and human productive resources in schools.</li><li>explaining why natural and human productive resources are limited in schools.</li></ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support,</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>

## Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Choice	How can we make good choices?	<p>Students will analyze decision making by:</p> <ul style="list-style-type: none"> <li>determining that people make choices because of limited resources.</li> <li>identifying that incentives influence the choices we make.</li> <li>explaining that the consequences of choices lie in the future.</li> <li>identifying choices they have made and the incentives that motivated them.</li> <li>identifying the consequences of choices made in their past.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar</p>

# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.  <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>suggestions from peers and add details to strengthen writing as needed.  <b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.  <b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).  <b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>people, places, things, and events and, with prompting and support, provide additional detail.  <b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.  <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Trade	Why do people trade?	<p>Students will analyze trade by:</p> <ul style="list-style-type: none"> <li>identifying barter as a form of trade.</li> <li>explaining that people benefit when they trade voluntarily.</li> <li>describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.  <b>RI.6</b> Name the author and illustrator of a text and define the role of each in</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)  <b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.  <b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <b>SL.K.3</b> Ask and answer questions in order to seek</p>

## Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Financial Literacy	How do people choose their jobs and careers?	<p>Students will analyze choices made regarding career paths by:</p> <ul style="list-style-type: none"> <li>identifying jobs and careers in their community.</li> <li>inquiring about choices that were made in order for people in their community to have certain jobs and careers.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting</p>

Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>identifying the personal characteristics and interests that are needed for certain jobs and careers.</li></ul>	<p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

# Social Studies Framework: Kindergarten

## Unit 4: History

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

Unit Question: What was school like in the past?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Chronology	How do we organize time?	<p>Students will analyze change over time in school by:</p> <ul style="list-style-type: none"><li>analyzing school schedules to determine past, present, and future.</li><li>classifying activities of the day, week, and month according to themes.</li><li>constructing personal timelines that show events from the past, present, and dreams for the future.</li></ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with</p>

## Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Life in the Past	How is our school different today than in the past?	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from schools in the past.</li> <li>comparing images and text descriptions of schools from the past with today.</li> <li>explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they</p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is</p>



# Social Studies Framework: Kindergarten

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>



# Social Studies Framework: Grade 1

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

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

# Social Studies Framework: Grade 1

## Standard 6.0

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

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

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



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

# Social Studies Framework: Grade 1

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

# Social Studies Framework: Grade 1

## Unit 1: Civics

**Unit Enduring Understanding:** Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship.

**Unit Question:** How can I be a responsible citizen?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Community	How do communities help individuals and groups?	<p><b>Students will be able to explain the importance of community by:</b></p> <ul style="list-style-type: none"> <li>identifying communities that are unique and common to students.</li> <li>explaining how both leaders and members create and uphold rules to promote a fair and safe community.</li> <li>recognizing the impact and contributions of their community leaders.</li> <li>analyzing celebrations that are shared by members of a school community.</li> <li>identifying the benefits of being a part of a community.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.</p> <p><i>RI.1.2</i> Identify the main topic and retell key details of a text.</p> <p><i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.</p> <p><i>RI.1.8</i> Identify the reasons an author gives to support points in a text.</p> <p><i>RI.1.9</i> Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations,</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><i>SL.1.6</i> Produce complete sentences when appropriate to</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	“how-to” books on a given topic and use them to write a sequence of instructions. <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.
Leadership	Why are leaders important?	<p><b>Students will be able to explain the importance of leaders by:</b></p> <ul style="list-style-type: none"> <li>identifying leaders in the classroom, school, home, and community.</li> <li>explaining the purpose and responsibilities of a leader to promote the common good.</li> <li>describing the characteristics of a good leader.</li> </ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.	them to write a sequence of instructions. <i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.
Cooperation	Why is it important that people work together toward a common goal?	<p>Students will be able to describe the importance of cooperation by:</p> <ul style="list-style-type: none"> <li>defining cooperation as the efforts made by a group of people to meet a common goal.</li> <li>analyzing examples of how cooperation helps accomplish tasks at home and school.</li> <li>identifying common goals of the school community.</li> <li>explaining why school goals cannot be reached by individuals alone.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.  <i>RI.1.2</i> Identify the main topic and retell key details of a text.  <i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.  <i>RI.1.8</i> Identify the reasons an author gives to support points in a text.  <i>RI.1.9</i> Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.  <i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation</p>



# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.	them to write a sequence of instructions. <i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.
<b>Problem Solving</b>	<b>How do communities work together to solve problems?</b>	<p><b>Students will analyze community problem solving by:</b></p> <ul style="list-style-type: none"> <li>analyzing a community problem and create potential solutions for the common good.</li> <li>identifying how multiple perspectives in a community can complicate conflict resolution.</li> <li>applying the key steps of the voting process including the nomination of ideas, the discussion of those ideas, and the voting for selection of those ideas.</li> <li>voting on possible solutions for community problems.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.  <i>RI.1.2</i> Identify the main topic and retell key details of a text.  <i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.  <i>RI.1.8</i> Identify the reasons an author gives to support points in a text.  <i>RI.1.9</i> Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.  <i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.	<i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.
Civic Engagement	Why is it important to be civically engaged?	<p>Students will be able to explain the importance of civic engagement by:</p> <ul style="list-style-type: none"> <li>defining civic engagement as being an active learner and participating in the community.</li> <li>identifying how students can be civically engaged in the classroom, home, school, and community.</li> <li>comparing tools of communication that are used to be an active participant in the community.</li> <li>describing how people impact their community by being civically engaged.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.</p> <p><i>RI.1.2</i> Identify the main topic and retell key details of a text.</p> <p><i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.</p> <p><i>RI.1.8</i> Identify the reasons an author gives to support points in a text.</p> <p><i>RI.1.9</i> Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.</p>



# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.	<i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.

# Social Studies Framework: Grade 1

## Unit 2: Geography

**Unit Enduring Understanding:** Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas..

**Unit Question:** How do geographic tools help people understand where they live in the world?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Place	What makes our school community's location unique?	<p><b>Students will be able to explain how location makes their community unique by:</b></p> <ul style="list-style-type: none"> <li>applying cardinal directions on maps, globes, GPS, and Google Earth.</li> <li>describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>identifying continents and oceans near and far from Maryland on maps and globe.</li> <li>locating key physical features and human-made features in their school community using maps and other geographic tools.</li> <li>describing where places are located in their school community on a map using relative distance and direction, such as</li> </ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete</p>

## Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<p>near-far, above-below and cardinal directions (north, south, east, and west).</p> <ul style="list-style-type: none"> <li>analyzing the school’s community using bird’s eye view that includes important landmarks in a school or community.</li> </ul>	<p>same topic (e.g., illustrations, descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>sentences when appropriate to task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>
Human and Environmental Interaction	How does where we live impact how we live?	<p>Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> <li>contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>describing why and how people in Maryland protect the environment.</li> <li>explaining how people adapt to changes in the environment.</li> </ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text. <b>RI.1.2</b> Identify the main topic and retell key details of a text. <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas. <b>RI.1.8</b> Identify the reasons an author gives to support points in a text. <b>RI.1.9</b> Identify basic similarities in and</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media. <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).  <i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  <i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>feelings.  <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.  <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.</p>
<b>Movement of People, Goods and Ideas</b>	<b>How do movement of goods and ideas influence the growth of a community?</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <ul style="list-style-type: none"> <li>explaining how transportation links goods and people both near and far.</li> <li>explaining how communication links people to ideas both near and far.</li> <li>identifying goods and ideas in their community that come from both near and far.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.  <i>RI.1.2</i> Identify the main topic and retell key details of a text.  <i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.  <i>RI.1.8</i> Identify the reasons an author gives to support points in a text.  <i>RI.1.9</i> Identify basic similarities in and</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.  <i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	feelings.SL6 Produce complete sentences when appropriate to task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.

# Social Studies Framework: Grade 1

## Unit 3: Economics

**Unit Enduring Understanding:** Communities are shaped by wants and needs.

**Unit Question:** How does the economy impact you and your community?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Scarcity	Why can't we have everything we want in school?	<p>Students will analyze the role of scarcity in their life by:</p> <ul style="list-style-type: none"><li>explaining why limited productive resources create scarcity.</li><li>identifying natural and human productive resources in schools.</li><li>explaining why natural and human productive resources are limited in schools.</li></ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to</p>

## Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			same topic (e.g., illustrations, descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	“how-to” books on a given topic and use them to write a sequence of instructions. <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.
Trade	Why do people trade goods and services?	Students will analyze trade by: <ul style="list-style-type: none"> <li>identifying goods and services that are provided by a school and local businesses.</li> <li>identifying barter as a form of trade.</li> <li>explaining that people benefit when they trade voluntarily.</li> <li>describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>	<b>RI.1.1</b> Ask and answer questions about key details in a text. <b>RI.1.2</b> Identify the main topic and retell key details of a text. <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas. <b>RI.1.8</b> Identify the reasons an author gives to support points in a text. <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media. <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>SL.1.6</b> Produce complete sentences when appropriate to



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Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>same topic (e.g., illustrations, descriptions, or procedures).  <i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>“how-to” books on a given topic and use them to write a sequence of instructions.  <i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>task and situation  <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.</p>
Decision Making	How can people make good decisions?	<p>Students will analyze decision making by:</p> <ul style="list-style-type: none"> <li>determining that people make choices because of limited resources.</li> <li>identifying that incentives influence the choices we make.</li> <li>explaining that the consequences of choices lie in the future.</li> <li>identifying trade-offs as the options that people give up when they make a choice.</li> </ul>	<p><i>RI.1.1</i> Ask and answer questions about key details in a text.  <i>RI.1.2</i> Identify the main topic and retell key details of a text.  <i>RI.1.3</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>RI.1.4</i> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <i>RI.1.5</i> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <i>RI.1.6</i> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <i>RI.1.7</i> Use the illustrations and details in a text to describe its key ideas.  <i>RI.1.8</i> Identify the reasons an author gives to support points in a text.  <i>RI.1.9</i> Identify basic similarities in and differences between two texts on the</p>	<p><i>W.1.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <i>W.1.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <i>W.1.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <i>W.1.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <i>W.1.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <i>W.1.7</i> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><i>SL.1.1</i> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <i>SL.1.2</i> Ask and answer questions about key details in a text read aloud or presented orally or through other media.  <i>SL.1.3</i> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <i>SL.1.4</i> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <i>SL.1.5</i> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <i>SL.1.6</i> Produce complete sentences when appropriate to</p>



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Personal Finance	Why do people borrow goods and services?	Students will analyze borrowing and lending by: <ul style="list-style-type: none"> <li>identifying times when people borrow and lend goods or services.</li> <li>determining that people lend goods and services to help others and to benefit.</li> <li>explaining potential risks and benefits associated with lending and borrowing.</li> <li>explaining the importance of paying back borrowed goods and services to the lender.</li> </ul>	<b>RI.1.1</b> Ask and answer questions about key details in a text. <b>RI.1.2</b> Identify the main topic and retell key details of a text. <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas. <b>RI.1.8</b> Identify the reasons an author gives to support points in a text. <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media. <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>SL.1.6</b> Produce complete sentences when appropriate to

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			same topic (e.g., illustrations, descriptions, or procedures). <i>RI.1.10</i> With prompting and support, read informational texts appropriately complex for grade 1.	“how-to” books on a given topic and use them to write a sequence of instructions. <i>W.1.8</i> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	task and situation <i>SL.1.6</i> Produce complete sentences when appropriate to task and situation.

# Social Studies Framework: Grade 1

## Unit 4: History

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

**Unit Question:** What was school like in the past?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Chronology	How do we organize time?	<p><b>Students will analyze change over time by:</b></p> <ul style="list-style-type: none"><li>analyzing school schedules to determine past, present, and future.</li><li>classifying activities of the day according to themes.</li><li>constructing personal timelines that show events from the past, present, and dreams for the future.</li></ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	“how-to” books on a given topic and use them to write a sequence of instructions. <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.
Life in the Past	How is our school different today than in the past?	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from schools in the past.</li> <li>comparing images and text descriptions of schools from the past with today.</li> <li>explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>RI.1.5</b> Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.  <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.  <b>RI.1.9</b> Identify basic similarities in</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.  <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <b>SL.1.6</b> Produce complete sentences when appropriate to</p>

# Social Studies Framework: Grade 1

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	“how-to” books on a given topic and use them to write a sequence of instructions. <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	task and situation <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.

# Social Studies Framework: Grade 2

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

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

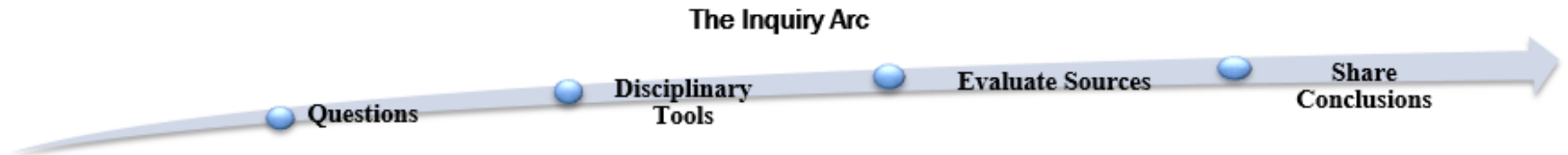
# Social Studies Framework: Grade 2

## Standard 6.0

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

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

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



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

# Social Studies Framework: Grade 2

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.



# Social Studies Framework: Grade 2

## Unit 1: Civics

**Unit Enduring Understanding:** People are part of multiple communities and their choices impact each of those communities.

**Unit Question:** How can you support your community?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Common Good	Why are decisions made on behalf of the common good?	<p><b>Students will analyze the role of the common good by:</b></p> <ul style="list-style-type: none"><li>defining equality as the same freedoms that are held by all people.</li><li>defining equity as people having what they need to be successful regardless of their identities.</li><li>recognizing that people are sometimes not treated fairly for reasons beyond their control.</li><li>explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community.</li></ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Government	Why do some people have power and authority over others in a democracy?	<p><b>Students will analyze democracy by:</b></p> <ul style="list-style-type: none"> <li>identifying that leaders in a democracy address the wants and needs of the people they serve.</li> <li>exploring governing powers at home, school and the community.</li> <li>contrasting challenges governing powers face based on where they are located, and the resources that are available to them.</li> <li>exploring the tool of voting as a part of civic life that Americans use to</li> </ul>	<p><b>RI.2.1</b> Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<p>participate in government and select people in power.</p> <ul style="list-style-type: none"> <li>exploring tools of communication that Americans use to have their voices and ideas heard by those in government.</li> </ul>	<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Democracy	What is a democracy?	<p>Students will understand democratic ideals by:</p> <ul style="list-style-type: none"> <li>identifying how multiple perspectives in a democratic society can complicate conflict resolution.</li> <li>comparing how various systems of government have resolved conflict in the past and today.</li> <li>identifying the communities in which they belong are democratic and those that are not.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic,</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>recognizing how democratic symbols represent American values.</li> <li>explaining what makes the United States a democratic community.</li> <li>identifying the local, state, and federal levels of government.</li> </ul>	<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Civic Engagement	How can people be civically engaged?	<p>Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> <li>describing characteristics of good citizenship through historic figures and ordinary citizens.</li> <li>explaining how participating in civic activities engages citizens with their communities.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings,</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather</p>

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Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>identifying civic engagement activities on the local, state and national level.</li></ul>	<p>glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

# Social Studies Framework: Grade 2

## Unit 2: Geography

**Unit Enduring Understanding:** Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas.

**Unit Question:** How do geographic tools help people understand where they live in the world?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Place	What makes our school community's location unique?	<p>Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> <li>locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth.</li> <li>describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>identifying continents and oceans near and far from Maryland on maps and globe.</li> <li>locating key physical features and human-made features in their school community using maps and other geographic tools.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings</p>



## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions.</li> <li>analyzing the school's community using bird's eye view that includes important landmarks in a school or community.</li> </ul>	<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Human and Environmental Interaction	How does where we live impact how we live?	<p>Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> <li>contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>describing why and how people in Maryland protect the environment.</li> <li>explaining how people adapt to changes in the environment.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<b>Movement of People, Goods and Ideas</b>	<b>How does the movement of goods and ideas influence the growth of a community?</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <ul style="list-style-type: none"> <li>explaining how transportation links goods and people both near and far.</li> <li>explaining how communication links people to ideas both near and far.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather</p>



# Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>identifying goods and ideas in their community that come from both near and far.</li></ul>	<p>to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

# Social Studies Framework: Grade 2

## Unit 3: Economics

**Unit Enduring Understanding:** Because of scarcity, people must make choices that involve trade-offs and consequences.

**Unit Question:** How are people impacted by the economy?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Producers	How do individuals and groups produce goods and services?	<p>Students will analyze producers by:</p> <ul style="list-style-type: none"><li>explaining how producers and consumers use natural, capital and human resources.</li><li>determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists.</li><li>identifying the government as a producer who uses tax money to produce goods and services.</li><li>connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community.</li></ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas,</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>explaining how goods and services have changed over time.</li> <li>identifying how technology and transportation have changed how goods and services are produced and exchanged.</li> </ul>	<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Consumers	How do consumers make decisions?	<p>Students will analyze consumer by:</p> <ul style="list-style-type: none"> <li>explaining that because of scarcity, people must make choices about what they consume.</li> <li>differentiating between goods and services.</li> <li>explaining how consumers make decisions based on the costs and benefits of goods and services.</li> <li>identifying how incentives influence consumers.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of</p>

## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>identifying opportunity cost and trade-offs as the result of choices.</li> <li>determining how consumers acquire goods and services.</li> </ul>	<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Personal Finance	How do consumers make financial decisions?	<p>Students will describe an economy by:</p> <ul style="list-style-type: none"> <li>explaining how available resources, wants, and needs influence family decisions.</li> <li>identifying how people earn money.</li> <li>identifying age-appropriate financial goals.</li> <li>describing situations in which saving is necessary.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

# Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>explaining the meaning and purpose of taxes.</li><li>developing a spending and saving plan including income and expenses.</li></ul>	<p>electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

# Social Studies Framework: Grade 2

## Unit 4: History

**Unit Enduring Understanding:** Students will be able to explain how historians use tools to understand the past.

**Unit Question:** What was life like in the past?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Context	How does when we live influence how we think?	<p>Students will analyze change over time by:</p> <ul style="list-style-type: none"><li>creating timelines of key events from earlier time periods.</li><li>analyzing events from the past using evidence that includes the voice of the people involved in the event.</li><li>explaining why multiple perspectives emerge from people who experience a common event.</li><li>analyzing the role that time, place, and surrounding events have on influencing how people interpret the present and past.</li></ul>	<p><i>RI.2.1</i> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><i>RI.2.2</i> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><i>RI.2.3</i> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><i>RI.2.4</i> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><i>RI.2.5</i> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>RI.2.6</i> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>RI.2.7</i> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><i>RI.2.8</i> Describe how reasons support specific points the author makes in a text.</p>	<p><i>W.2.1</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><i>W.2.2</i> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><i>W.2.3</i> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><i>W.2.5</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><i>W.2.6</i> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>SL.2.1</i> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><i>SL.2.2</i> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><i>SL.2.3</i> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><i>SL.2.4</i> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><i>SL.2.5</i> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas,</p>



## Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Life in the Past	How is life different today than in the past?	<p>Students will analyze life in the past by:</p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from the past.</li> <li>comparing images and text descriptions of the past with today.</li> <li>explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	<p><b>RI.2.1</b> - Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of</p>

# Social Studies Framework: Grade 2

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>



# Social Studies Framework: Grade 3

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

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

Standard	Description of Standard
Standard 1.0 Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0 Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0 Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
Standard 4.0 Economics	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0 History	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Standard 6.0 Skills and Processes	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

# Social Studies Framework: Grade 3

## Standard 6.0

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

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

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



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

# Social Studies Framework: Grade 3

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li><b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

# Social Studies Framework: Grade 3

## Unit 1: Civics

**Unit Enduring Understanding:** Individuals and groups have the ability to positively impact their communities.

**Unit Question:** How can we make a difference in our community?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Civic Virtues	What virtues are important for living together in a democracy?	<p><b>Students will analyze civic virtue by:</b></p> <ul style="list-style-type: none"><li>explaining how democracy relies on engagement including voting and volunteering in civic organizations.</li><li>interacting with local civic and/or community leaders.</li><li>explaining how groups of people make rules to create responsibilities and protect freedoms.</li><li>identifying how having multiple perspectives both benefits and challenges people living in a democratic society.</li></ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>examining the principles expressed in the Declaration of Independence and U.S. Constitution.</li> </ul>	<p>key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Democratic Government	What does democracy look like in the United states?	<p>Students will analyze the local, state, and national levels of government by:</p> <ul style="list-style-type: none"> <li>defining the legislative, executive, and judicial branches of government.</li> <li>comparing the responsibilities of local, state, and national government.</li> <li>identifying the leaders of local, state, and national government in various branches of government.</li> </ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g.,</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>determining the importance of communication through various means with elected officials.</li> <li>determining the importance of voting in democratic government.</li> </ul>	<p>key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Informed Action	How can I contribute to my community?	<p><b>Students will address local community issues by:</b></p> <ul style="list-style-type: none"> <li>explaining the importance of civic participation in their community.</li> </ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p>



## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>examining a current issue on the local, state, and national level and its impact on their community.</li> <li>analyzing ways of influencing local, state, and/or national governments to address a current issue.</li> <li>identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</li> <li>developing a plan for effectively organizing and communicating a plan for addressing a current issue.</li> <li>implementing an informed civic action plan on a current issue.</li> </ul>	<p>series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

# Social Studies Framework: Grade 3

## Unit 2: Economics and Geography

**Unit Enduring Understanding:** Economic systems are shaped by geography. People create economic systems that offer opportunities for both individual benefit and the common good.

**Unit Question:** How does where you live shape how you live?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Development	Why do industries differ across the state of Maryland?	<p><b>Students will be able to explain the locations of goods and services in the state of Maryland by:</b></p> <ul style="list-style-type: none"><li>identifying goods and services bought and sold in Maryland.</li><li>identifying ways that people use the physical environment for buying and selling goods and services.</li><li>locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.</li><li>identifying examples of entrepreneurship in the local and state economy and how</li></ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive</p>



## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<p>location, history and culture influence those businesses.</p> <ul style="list-style-type: none"> <li>identifying the risk and rewards of entrepreneurship.</li> <li>evaluating local and state laws that impact business owners in Maryland.</li> </ul>	<p>the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Impact on People	How are people impacted by economic development in Maryland?	<p>Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> <li>explaining how jobs and careers are influenced by key economic centers.</li> <li>analyzing government services that are impacted by economic development.</li> </ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>analyzing economic and population data to determine how economic development impacts where people live, work, and play.</li> </ul>	<p>phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Impact on the Environment	What impact does economic	Students will analyze the impact of economic development on the natural environment by:	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
	development have on Maryland's natural environment?	<ul style="list-style-type: none"> <li>describing the relationships between human settlement and physical geography, and economic centers.</li> <li>explaining how transportation is influenced by industry, agriculture, and geographic features.</li> <li>explaining how humans have modified their environment in the development of economic centers.</li> <li>comparing perspectives of various communities toward the natural environment.</li> <li>drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</li> </ul>	<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including</p>	<p>texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<p>diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to</p>

# Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	provide requested detail or clarification.



# Social Studies Framework: Grade 3

## Unit 3: History

**Unit Enduring Understanding:** Cultures of the past have influenced the way we live today.

**Unit Question:** How have cultures from the past influenced the present?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Cultural Change Over Time	How did people live in the past?	<p><b>Students will analyze early regional cultural groups by:</b></p> <ul style="list-style-type: none"><li>comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.</li><li>developing timelines showing settlement of various cultural groups in Maryland.</li><li>evaluating why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all.</li><li>contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.</li></ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
	How did early groups influence how we live today?	<p><b>Students will analyze influences of early cultural groups by:</b></p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from the past to learn about key historical figures.</li> <li>interpreting evidence of the past to make claims about how individuals and groups shaped their region.</li> </ul>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and</p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization</p>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,</p>

## Social Studies Framework: Grade 3

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>comparing maps of settlement patterns from the past and today.</li> <li>developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.</li> </ul>	<p>phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>quantitatively, and orally</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>



# Social Studies Framework: Grade 4

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

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.



# Social Studies Framework: Grade 4

## Standard 6.0

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

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

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



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

# Social Studies Framework: Grade 4

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li><b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

# Social Studies Framework: Grade 4

## Unit 1: Worlds Collide (1450 – 1650)

**Unit Enduring Understanding:** Economic wants and needs drive exploration and promotes change.

**Unit Question:** How does exploration change people and the environment?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Native Cultures	How does where you live influence the way you view the world?	<p><b>Students will evaluate the impact of geography on cultural development and interaction by:</b></p> <ul style="list-style-type: none"><li>comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.</li><li>examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another.</li><li>analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data.</li></ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

# Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450.</li></ul>	event or topic; describe the differences in focus and the information provided. <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>SL.4.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Exploration	Why do people explore?	Students will evaluate the motivations for European exploration by:	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and	<b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in

# Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"><li>identifying the push/pull factors that led to European exploration and colonization.</li><li>explaining geographic factors that influenced European exploration.</li></ul>	<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</p>	<p>groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
Impact of European Exploration	Is exploration good for all?	<p>Students will evaluate the impact of exploration on various groups by:</p> <ul style="list-style-type: none"> <li>identifying the positive and negative impacts of the Columbian Exchange.</li> <li>comparing and contrasting the cultures of the European settlers and American Indian tribes.</li> <li>evaluating early interactions between European and American Indians from multiple perspectives.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>examining the economic relationships between early explorers and American Indians in Maryland and beyond.</li> <li>assessing the economic and geographic outcomes of European exploration in North America and Maryland.</li> </ul>	<p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>



# Social Studies Framework: Grade 4

## Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)

Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others.

Unit Question: Who does colonialism benefit?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Early Settlements	How did the pursuit of freedom lead to conflict?	<p>Students will compare Maryland’s colonial experience with other colonies by:</p> <ul style="list-style-type: none"><li>examining motivations for European settlement in North America.</li><li>comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary’s City.</li><li>analyzing religious conflict among European settlers in Maryland and the effectiveness of the Toleration Act.</li></ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>



## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SL.4.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Colonial Regions	How does where you live, impact how you live?	<p><b>Students will compare how geography influenced culture and economic development by:</b></p> <ul style="list-style-type: none"> <li>analyzing how geography impacted the development of the American colonies.</li> <li>comparing human, capital, and natural resources of colonial regions.</li> <li>analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland.</li> <li>examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa.</li> <li>explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information,</p>

# Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Definitions of Freedom	What causes people to deny freedoms to others?	<p><b>Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:</b></p> <ul style="list-style-type: none"> <li>interpreting laws and legal documents that defined freedom for women, indentured servants, American Indians, and free blacks in the colonies.</li> <li>analyzing how the institution of race-based slavery started with indigenous people and expanded by forcing Africans to come to the Americas.</li> <li>explaining how the enslaved experience differed from place to place.</li> <li>analyzing how forms of slavery have existed over time and how people across multiple locations and time have sought freedom.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
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Slavery in Maryland	How did slavery shape Maryland as a colony?	<p><b>Students will analyze the impact of slavery on the development of Maryland by:</b></p> <ul style="list-style-type: none"> <li>comparing Maryland's population distribution of free and enslaved people with that of other colonies.</li> <li>analyzing the similarities and differences in experiences of enslaved people across regions in Maryland.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>identifying ways that enslaved people over time resisted slavery in Maryland.</li> </ul>	<p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts,</p>	<p>effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and</p>	<p>others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to</p>

# Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	task, purpose, and audience.

# Social Studies Framework: Grade 4

## Unit 3: American Revolution (1750 – 1789)

**Unit Enduring Understanding:** When governments do not meet the needs or wants of the governed, people revolt.

**Unit Question:** Did the revolution achieve life, liberty, and the pursuit of happiness for all?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Events Leading to the American Revolution	What causes revolution?	<p>Students will analyze causes of the Revolution by:</p> <ul style="list-style-type: none"><li>examining the causes and effects of the French and Indian War.</li><li>identifying the impact of taxation without representation on various groups.</li><li>evaluating how new religious and political thinking empowered individuals to question royal authority and increased a spirit of independence.</li><li>analyzing the variety of colonial responses to British laws imposed after the French and Indian War.</li></ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually,</p>



## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
Declaration of Independence	Did the Declaration of Independence	<p>Students will analyze reactions to the Declaration of Independence by:</p> <ul style="list-style-type: none"> <li>identifying the British injustices outlined in the Declaration of Independence and the</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
	unite or divide Americans?	<p>principles of government proposed to resolve those injustices.</p> <ul style="list-style-type: none"> <li>assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence.</li> <li>contrasting colonial and British reactions to the Declaration of Independence.</li> <li>evaluating various methods of communication and argumentation used by Patriots to further their cause.</li> </ul>	<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</p>	<p>groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
Maryland's response to the Revolution	Why did some Marylanders support the Revolution and others did not?	<p>Students will examine Maryland's response to British policy by:</p> <ul style="list-style-type: none"> <li>analyzing how economic class and geographic region influenced the division between Patriots and Loyalists in Maryland.</li> <li>contrasting the burning of the Peggy Stewart with other acts of resistance in the colonies.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>evaluating the role of women and African Americans in Maryland in supporting the American Revolution.</li> </ul>	<p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

## Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
The New Nation	How effective were the Articles of Confederation at governing the new nation?	<p>Students will evaluate the reasons for and the effect of the development of a new American government by:</p> <ul style="list-style-type: none"> <li>analyzing the powers and responsibilities of government on the federal and state levels under the Articles of Confederation.</li> <li>identifying early challenges to the new nation including Shays Rebellion and the structural weaknesses of the federal government.</li> </ul>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an</p>	<p><b>W.4.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Evaluate a speaker's point of view, reasoning, and</p>

# Social Studies Framework: Grade 4

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>understanding of the subject under investigation.</p> <p><b>W.4.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>use of evidence and rhetoric.</p> <p><b>SL.4.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

# Social Studies Framework: Grade 5

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

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.



# Social Studies Framework: Grade 5

## Standard 6.0

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

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

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



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



# Social Studies Framework: Grade 5

## Using this document:

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

### Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"><li><b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li></ul>	English language arts <b>reading standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts <b>writing standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts <b>speaking and listening standards</b> identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

# Social Studies Framework: Grade 5

## Unit 1: Development of American Government (1780 – 1789)

**Unit Enduring Understanding:** The Constitution establishes the rules, virtues, and organization of the United States government.

**Unit Question:** Why do we limit the power of government?

Content Topic	Essential Question	Indicator and Objectives	Reading	Writing	Speaking and Listening
Conflicts and Compromises at the Constitutional Convention	How and why is power distributed in the United States Constitution?	<p><b>Students will examine the distribution of power in the United States Constitution by:</b></p> <ul style="list-style-type: none"><li>determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government.</li><li>assessing the promises set forth in the Preamble.</li><li>evaluating the principles of separation of powers and checks and balances.</li><li><b>critiquing the Great Compromise and Three-Fifths Compromise.</b></li><li>identifying scope of powers within branches and levels of government.</li><li>distinguishing the powers and responsibilities of government on the federal, state, and local levels.</li></ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g.,</p>

## Social Studies Framework: Grade 5

		<ul style="list-style-type: none"> <li>evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship.</li> <li>analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government.</li> </ul>	<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Bill of Rights	How does the Bill of Rights protect citizens of the United States?	<p>Students will examine the implications of the Bill of Rights by:</p> <ul style="list-style-type: none"> <li>analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives.</li> <li>appraising how Maryland's Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer.</li> <li>identifying the purpose and importance of the first ten Amendments of the United States Constitution.</li> <li>exploring how the amendments are exercised in contemporary times in Maryland and the nation.</li> </ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak</p>

# Social Studies Framework: Grade 5

			<p>the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
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# Social Studies Framework: Grade 5

## Unit 2: Challenges of a New and Expanding Nation (1800 – 1900)

**Unit Enduring Understanding:** The Civil War demonstrated that the Constitution is a living document.

**Unit Question:** How did the Civil War challenge and change the Constitution?

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Conflicts over Slavery and the Civil War	How did conflicts over slavery result in the Civil War?	<p>Students will identify slavery as the central cause of the Civil War by:</p> <ul style="list-style-type: none"><li>contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture.</li><li>analyzing Maryland’s unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict.</li><li>comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement.</li><li>evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery.</li></ul>	<p><i>RI.5.1</i> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>RI.5.2</i> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>RI.5.3</i> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><i>RI.5.4</i> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><i>RI.5.5</i> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><i>RI.5.6</i> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><i>RI.5.7</i> Draw on information from multiple print or digital sources, demonstrating the</p>	<p><i>W.5.1</i> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>W.5.2</i> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><i>W.5.3</i> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><i>W.5.4</i> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><i>W.5.5</i> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><i>W.5.6</i> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><i>W.5.7</i> Conduct short research projects that use several sources to build knowledge</p>	<p><i>SL.5.1</i> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><i>SL.5.2</i> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><i>SL.5.3</i> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><i>SL.5.4</i> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak</p>

## Social Studies Framework: Grade 5

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland.</li> </ul>	<p>ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Aftermath of the Civil War	How did the conclusion of the Civil War affect the United States (North and South) and Maryland?	<p><b>Students will evaluate the effects of the Civil War by:</b></p> <ul style="list-style-type: none"> <li>explaining the economic, political, and social impact of the war in the North, the South, and in Maryland.</li> <li>analyzing the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans.</li> </ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>



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Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>evaluating the successes and failures of the Freedmen's Bureau.</li> <li>comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900.</li> </ul>	<p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Urbanization, Industrialization, and Immigration	Do the benefits of post-Civil War industrialization	Students will analyze the transformations in the movement of goods, people and ideas by:	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are</p>	<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

## Social Studies Framework: Grade 5

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
	outweigh the costs?	<ul style="list-style-type: none"> <li>evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders.</li> <li>identifying changes in immigration and settlement patterns in Maryland.</li> <li>assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore.</li> </ul>	<p>supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and</p>	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English</p>



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Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	<b><i>W.5.10</i></b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	when appropriate to task and situation.

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## Unit 3: U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)

**Unit Enduring Understanding:** Americans continue to contest, uphold, and redefine freedom, citizenship, and rights.

**Unit Question:** What does it mean to be living and learning in the “the land of the free?”

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Freedom of Information	What does it mean to have an informed citizenry?	<p>Students will analyze the freedom of the press by:</p> <ul style="list-style-type: none"> <li>analyzing examples of the media upholding a free and democratic society.</li> <li>analyzing how interpretations of First Amendment rights to speech and press have changed over time.</li> <li>developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21<sup>st</sup> century.</li> </ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak</p>

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Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Individuals as Tools for Change	How have members of my community supported and expanded freedom for its members?	<p><b>Students will analyze local community leaders by:</b></p> <ul style="list-style-type: none"> <li>explaining how historical or contemporary local unelected community leaders addressed local needs.</li> <li>describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families.</li> </ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events,</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each</p>

## Social Studies Framework: Grade 5

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
			<p>ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>W.5.6</b>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Institutions as tools of Change	How have institutions defined and defended freedom?	<p><b>Students will analyze the role of institutions in shaping American ideas of freedom by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security.</li> </ul>	<p><b>RI.5.1</b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a</p>	<p><b>W.5.1</b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>SL.5.1</b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

## Social Studies Framework: Grade 5

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
		<ul style="list-style-type: none"> <li>evaluating the effectiveness of presidential, congressional, or judicial domestic decisions on American ideas, freedoms, the rights of individuals and groups, and to maintain order and/or provide safety.</li> </ul>	<p>historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

## Social Studies Framework: Grade 5

Content Topic	Essential Questions	Indicator and Objectives	Reading	Writing	Speaking and Listening
Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights	How has government evolved to expand the meaning of “We the People”?	<p><b>Students will evaluate civil rights in Maryland and the United States by:</b></p> <ul style="list-style-type: none"> <li>defining civil rights and their importance to life in the United States.</li> <li>analyzing methods used by individuals and/or groups throughout the 20<sup>th</sup> century to contribute to the advancement of civil rights for all people.</li> <li>exploring how federal law, Constitutional amendments and the Supreme Court have extended and protected civil rights.</li> </ul>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when</p>

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Maryland Social Studies Standards and Framework  
Grade 6-7

**1.0 CONTENT STANDARD: CIVICS-** Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Grade 6	Grade 7
<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>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, Hammurabi’s Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)</p> <p>b. Examine the decline of feudalism and the emergence of monarchies</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 UN Declaration of Rights, German reunification, the formation of NATO, and Apartheid</p>
<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of institutions and governments in early world history regarding public policy and issues</p> <p>a. Describe the conflict between the church and the state 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 Crusades, the growth of trade</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>

Maryland Social Studies Standards and Framework  
Grade 6-7

**1.0 CONTENT STANDARD: CIVICS-** Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Grade 6	Grade 7
<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history</p> <p>a. Compare methods used in early world history to change governments, such as coups, elections and revolts</p> <p>b. Examine the role of <b>citizens</b> in Greek <b>city-states</b> and the <b>Roman Republic</b>/Empire</p> <p>c. Examine how religion shaped and influenced government policy</p> <p>2. Analyze the importance of civic participation as a <b>citizen</b> of early world history</p> <p>a. Analyze the usefulness of various sources of information used to make political decisions</p> <p>b. Explain why common people did not have a voice in ancient civilizations</p>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions</p> <p>a. Compare methods used to change governments, such as coups, elections and revolts</p> <p>b. Evaluate ways <b>citizens</b> use, monitor and influence the formation and implementation of <b>public policy</b></p> <p>c. Describe how political parties and <b>special interest groups</b> influence and change government policy, such as third parties, and non-governmental organizations</p> <p>d. Analyze the role of <b>media</b> and public opinion in shaping government policy and action</p> <p>2. Analyze the importance of civic participation as a citizen of the world</p> <p>a. Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers</p> <p>b. Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age</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 citizenship in ancient Rome and Greece</p> <p>b. Describe the significance of Hammurabi’s Code and how it defined rights of citizens</p>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Examine the rights and responsibilities of being a citizen 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 common good, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions</p>
<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> <p>a. Explain how the Roman Republic and the rule of the Senate affected individuals and groups</p> <p>b. Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states</p> <p>c. Examine the balance between providing for the common good of the manor v. the rights of the individual serfs</p>	<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> <p>a. Analyze how the definition of the common good differs in limited and unlimited governments</p> <p>b. Debate the need to balance between providing for the common good and how protecting individual rights differ in governments around the world</p> <p>c. Describe the role of international organizations and policies in maintaining order during a time of crisis, such as the International Red Cross/Red Crescent, the United Nations, the Geneva Conventions, and the World Health Organization</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD** – Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

FRAMEWORK

Grade 6	Grade 7
<p>A. Elements of Culture</p> <p>1. Describe characteristics that historians use to organize people into cultures</p> <p>a. Describe how location and environment influenced early world cultures</p> <p>b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history</p> <p>c. Describe the social, political, and religious character of societies in early world history</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>B. Cultural Diffusion</p> <p>1. Explain how cultural diffusion influenced the development of cultures</p> <p>a. Identify cultural groups within a region in early world history</p> <p>b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration</p> <p>c. Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations</p> <p>2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development</p> <p>a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism</p> <p>b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</p>	<p>B. Cultural Diffusion</p> <p>1. Analyze how diverse cultures shape a pluralistic society</p> <p>a. Identify cultural groups within a contemporary world region</p> <p>b. Describe how migration contributes to the diversity of nations and regions</p> <p>c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict</p> <p>2. Examine how increasing diversity in global societies results from immigration, settlement, and economic development</p> <p>a. Examine policies related to human rights, such as foreign aid, subsidies to developing countries, ethnic persecution and economic sanctions</p> <p>b. Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights</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 Crusades</p> <p>b. Describe the impact of trade 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 Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, 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 regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations</p> <p>c. Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**3.0 CONTENT STANDARD: GEOGRAPHY** – Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

FRAMEWORK	
Grade 6	Grade 7
<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe the human and physical characteristics in early world history</p> <p>a. Use maps to compare geographic locations of civilizations 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 thematic maps, to identify and describe physical and human characteristics of early civilizations</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history</p> <p>a. Identify and describe physical characteristics that influenced human settlement</p> <p>b. Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world</p> <p>c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</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>B. Geographic Characteristics of Places and Regions</p> <p>1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world</p> <p>a. Identify and describe physical characteristics that influenced human settlement</p> <p>b. Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living</p> <p>c. Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies</p> <p>d. Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**3.0 CONTENT STANDARD: GEOGRAPHY** – Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

FRAMEWORK	
Grade 6	Grade 7
<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze population growth, migration and settlement patterns 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, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam</p> <p>c. Describe how economic systems and cultural diffusion help to shape patterns of human settlement 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>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people modify their natural environment and the impact of those modifications</p> <p>a. Describe ways people modified their environment 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 natural resources and evaluate the consequences of those actions</p>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications</p> <p>a. Identify trade-offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining</p> <p>b. Evaluate the consequences of modifying the natural environment, 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 environmental issues such as burning the rain forest and environmental preservation are addressed by government policy</p>

Maryland Social Studies Standards and Framework Grade 6-7

**4.0 CONTENT STANDARD: ECONOMICS** - Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

FRAMEWORK	
Grade 6	Grade 7
<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history</p> <p>a. Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade</p> <p>2. Analyze how scarce economic resources were used to satisfy economic wants in early world history</p> <p>a. Identify ways people have used resources to meet economic wants such as domesticating agriculture</p> <p>b. Describe how available resources affected specialization and trade</p> <p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected consumption and production in early world history</p> <p>a. Give examples of how technology changed consumption and provided greater access to goods and services</p> <p>b. Examine why technology has changed production such as the development of the printing press</p> <p>4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history</p> <p>a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming</p> <p>b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world</p> <p>c. Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence</p>	<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 and services</b> in contemporary world regions</p> <p>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</p> <p>2. Analyze how <b>scarcity</b> of <b>economic resources</b> affects <b>economic choices</b> in contemporary world regions</p> <p>a. Describe how goals of countries affect the use of <b>resources</b> in the pursuit of <b>economic growth</b>, and <b>sustainable development</b></p> <p>b. Identify <b>tradeoffs</b> made in economic decisions by <b>producers</b> and <b>consumers</b></p> <p>c. Explain how available <b>resources</b> affect <b>specialization</b> and <b>trade</b></p> <p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes have affected the consumption and production in the contemporary world</p> <p>a. Give examples of how technology has changed consumption of goods and services, such as the development of computers</p> <p>b. Examine why technology has changed job skills and the influenced productivity</p> <p>4. Compare the levels of specialization and economic development in different parts of the contemporary world</p> <p>a. Analyze examples of specialization that result from economic resources</p> <p>b. Describe the standard of living and the quality of life in a world region using data, such as Gross National Product (GNP), Gross Domestic Product (GDP), per capita income and the Human Development Index (HDI)</p> <p>c. Identify factors that have influenced economic development in various regions, such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure and public health issues.</p>

Maryland Social Studies Standards and Framework Grade 6-7

**4.0 CONTENT STANDARD: ECONOMICS** - Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

FRAMEWORK

Grade 6	Grade 7
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of economic systems 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 tradition in economies such as the economic roles of men and women in tribal societies</p> <p>c. Describe examples of command 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>2. Describe the transition from feudalism and the manor system to the development of early towns</p> <p>a. Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture</p> <p>b. Analyze how the guild system addressed changes in the economy, such as dictating price and production</p> <p>3. Describe the importance of medium of exchange in early world history</p> <p>a. Explain how societies used mediums of exchange to facilitate trade 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 economies of contemporary societies</p> <p>a. Explore how government spending and taxation influence an economy's ability to grow and provide jobs and services</p> <p>b. Evaluate the trade-offs of government regulations</p> <p>a. 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 public goods and services</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 money and banking systems in various countries in the contemporary world</p> <p>a. Explain why a stable money and banking system is necessary for an economy to grow and prosper</p>



Maryland Social Studies Standards and Framework  
Grade 6-7

**5.0 CONTENT STANDARD: HISTORY** - Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

FRAMEWORK

Grade 6	Grade 7
<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 migration 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>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>1. Analyze how civilizations emerged in the river valley areas</p> <p>a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities</p> <p>b. Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush</p> <p>2. Analyze the emergence and enduring influence of Aegean civilizations</p> <p>a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time</p> <p>b. Explain the emergence, rise and decline of the Greek city-states</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>1. Analyze the growth and the development of nations in the contemporary world</p> <p>a. Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism</p> <p>b. Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**5.0 CONTENT STANDARD: HISTORY** - Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

FRAMEWORK

Grade 6	Grade 7
<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>3. Analyze the emergence, expansion and decline of the Roman Empire</p> <ul 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 Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions</li><li>c. Summarize the factors that led to the decline of the Roman Empire</li></ul> <p>4. Compare the dynasties and empires in ancient China</p> <ul 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></ul> <p>5. Analyze the emergence, growth and decline of African Empires</p> <ul style="list-style-type: none"><li>a. Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai</li><li>b. Analyze the cultural and economic impact of African regional and worldwide trade routes</li><li>c. Summarize the factors that led to the decline of the African empires</li></ul>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

FRAMEWORK

Grade 6	Grade 7
<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 city-states, and Latin Empires</p> <p>b. Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states</p> <p>2. Analyze the major traditions, customs, 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>3. Analyze the emergence and expansion of Islamic civilization</p> <p>a. Analyze the major traditions, customs, and beliefs of Islam</p> <p>b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India</p> <p>4. Analyze the changes in the European society during the Middle Ages</p> <p>a. Analyze the major traditions, customs, and beliefs of Christianity</p> <p>b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power</p> <p>c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies</p> <p>d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas</p>	<p>C. Conflict between Ideas and Institutions</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Developing Questions & Planning Inquiries:** “*The development of compelling and supporting questions is a sophisticated intellectual activity (C3, 2013, 24).*” Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6<sup>th</sup> grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12<sup>th</sup> grade, the students should be constructing their own compelling and supporting questions for inquiry. To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"><li>1. Identify a disciplinary topic that reflects a key idea in the field</li><li>2. Identify possible questions for inquiry into the key idea</li><li>3. Analyze key disciplinary concepts and ideas associated with the compelling questions</li></ol> <p>B. Constructing Supporting Questions</p> <ol style="list-style-type: none"><li>1. Construct supporting questions that connect with the compelling question</li><li>2. Analyze the extent to which the supporting questions drive the inquiry</li><li>3. Analyze key disciplinary concepts and ideas associated with the supporting questions</li></ol> <p>C. Determining Helpful Sources</p> <ol style="list-style-type: none"><li>1. Analyze sources that will be helpful in answering the compelling or supporting questions</li><li>2. Compare experts’ interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions</li></ol>

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre -K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Applying Disciplinary Concepts & Tools:** This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Civics:** Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches the virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation</p> <ol style="list-style-type: none"><li>1. Apply civic dispositions and skills when working with others</li><li>2. Apply civic dispositions and skills when participating in school, community settings</li><li>3. Identify and apply the appropriate deliberative processes for various settings.</li><li>4. Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society</li></ol> <p>C. Processes, Rules, &amp; Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>



Maryland Social Studies Standards and Framework Grade  
6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Applying Disciplinary Concepts & Tools:** This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Economics:** Effective economic decision making requires that students have a keen understanding of the ways in which individuals, business, government, and societies make decisions to allocate human capital, physical capital and natural resources among alternative uses.

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"><li>1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time</li><li>2. Plan and predict the financial outcomes in an applied decision-making process</li></ol> <p>B. Exchange and Markets</p> <ol style="list-style-type: none"><li>1. Compare at least three markets that sell similar goods and services and determine which offers the best value</li></ol> <p>C. The National Economy</p> <ol style="list-style-type: none"><li>1. Use appropriate data to evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy</li></ol> <p>D. The Global Economy</p> <ol style="list-style-type: none"><li>1. Investigate how social and cultural decisions affect the ecology and economy</li></ol>

**Maryland Social Studies Standards and Framework**  
**Grade 6-7**

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Applying Disciplinary Concepts & Tools:** This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Geography:** Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representation. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations.

**FRAMEWORK**

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Geographic Representations Spatial Views of the World</p> <ol style="list-style-type: none"><li>1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics</li><li>2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics</li><li>3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</li></ol> <p>B. Human-Environment Interaction: Place, Region, and Culture</p> <p>C. Human Population: Spatial Patterns and Movements</p> <p>D. Global Interconnections: Changing Spatial Patterns</p>



Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Applying Disciplinary Concepts & Tools:** This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**History:** Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Change, Continuity, and Context</p> <ol style="list-style-type: none"><li>1. Analyze connections among events and developments in broader historical contexts</li><li>2. Classify series of historical events and developments as examples of change and/or continuity</li><li>3. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant</li></ol> <p>B. Perspectives</p> <ol style="list-style-type: none"><li>1. Analyze multiple factors that influenced the perspectives of people during different historical eras</li><li>2. Explain how and why perspectives of people have changed over time</li><li>3. Analyze how people’s perspectives influenced what information is available in the historical sources they created</li></ol> <p>C. Historical Sources &amp; Evidence</p> <ol style="list-style-type: none"><li>1. Classify the kinds of historical sources used in a secondary interpretation</li><li>2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</li><li>3. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified</li><li>4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources</li><li>5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose</li></ol> <p>D. Causation &amp; Argumentation</p> <ol style="list-style-type: none"><li>1. Explain multiple causes and effects of events and developments in the past</li><li>2. Evaluate the relative influence of various causes of events and developments in the past</li><li>3. Organize applicable evidence into a coherent argument about the past</li><li>4. Compare the central arguments in secondary works of history on related topics in multiple media</li></ol> <p>* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre -K-5 Reading standards. * Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.</p>

Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Evaluating Sources & Using Evidence:** “*Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.*” (C 3, 2013, 53)

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Evaluating Sources</p> <p>1. Gather multiple sources that may be relevant to the task</p> <p>2. - 3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source</p> <p>4. Identify credible, relevant information contained in the sources</p> <p>B. Developing Claims &amp; Using Forms</p> <p>1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations</p> <p>2. Develop claims and counter claims while pointing out the strengths and limitations of both</p>
<p><b>Connections to Maryland College and Career Ready Standards (MDCCRS)</b></p> <ul style="list-style-type: none"><li>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li><li>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7). *</li><li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li><li>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*</li></ul>

\* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. \* Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

Maryland Social Studies Standards and Framework  
Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Communicating and Critiquing Conclusions & Taking Informed Action:** *“Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.”* (C3, 2013, 60)

Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.

To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)

FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Communicating Conclusions</p> <ol style="list-style-type: none"><li>1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments</li><li>2. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations</li><li>3. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps)</li></ol> <p>B. Critiquing Conclusions</p> <ol style="list-style-type: none"><li>1.Critique arguments for credibility</li><li>2. Critique the structure of explanations.</li></ol> <p>C. Taking Informed Action</p> <ol style="list-style-type: none"><li>1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem</li><li>2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes</li><li>3. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts</li></ol>

Maryland Social Studies Standards and Framework  
Grade 6-7

Connections to Maryland College and Career Ready Standards (MDCCRS)
<ul style="list-style-type: none"><li>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li></ul>
<ul style="list-style-type: none"><li>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7). *</li></ul>
<ul style="list-style-type: none"><li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li></ul>
<ul style="list-style-type: none"><li>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*</li></ul>
<ul style="list-style-type: none"><li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MDCCR Anchor Standard W.1.).*</li></ul>
<ul style="list-style-type: none"><li>Prepare for and participate effectively in a range of conversations and collaborations, building on others’ ideas and expressing their own clearly and persuasively. (MDCCR Anchor Standard SL 1.).*</li></ul>

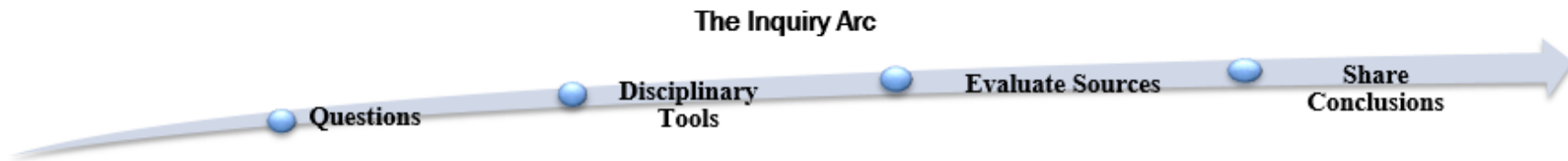
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# Middle School United States History Framework

Eighth grade United States History focuses on developing students' understanding of American History from Colonization until the dawn of the 20<sup>th</sup> Century. In United States History students interpret historical evidence and identify significant trends and major turning points that define the first 300 years of the American experience. The study of United States History will enable students to understand the development and expansion of a market economy and the economic forces that drove the growth of a continental power. In addition, students will examine the foundational documents and democratic practices that define the growth of the American Republic. Students will analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity. By considering events from multiple perspectives students will understand that women, African Americans, American Indians and other minorities possess historical agency. Awareness of these processes assist student comprehension of the complicated nature of the American story. To assist students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

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



# Middle School United States History Framework

Within the Inquiry Arc outlined in the 6.0 Skills and Processes document, students will be specifically assessed on the following skills:

## Dimension 3:

- The student will evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source.
- Identify credible, relevant information contained in the sources.

## Dimension 4

- Construct arguments using claims and evidence from multiple sources.

## Structure of the Exam

Via multiple-choice and short and extended written responses, the Middle School Assessment will measure both students' understanding of the core content **and** the skills and processes outlined in the assessment limits. The exam will include four types of items (3 have samples linked below):

Question Type	Selected Response Items	Content Constructed Response Items	Technology-Enhanced Items	Evidence-Based Argument Set (EBAS)
<b>Description</b>	Students will select their response to the question from four answer options.	Students must develop the answer to a question using information that can be found in a particular text or other stimulus material (map, political cartoon, and quote) as well as background information that they bring to the question.	These items will require students to manipulate information on the computer screen in order to demonstrate knowledge. This could involve highlighting text, moving statements into categories, or selecting multiple responses.	Students will demonstrate historical thinking skills (outlined in dimensions 3 & 4 above) after examining various documents centered around a compelling question.
<b>Example</b>	<p><a href="#">Sample SRs</a></p> <p>Which statement was <b>most likely</b> made by a Federalist during the debates over the ratification of the U.S. Constitution?</p> <ol style="list-style-type: none"> <li>"A bill of rights is necessary to protect people's liberties."</li> <li>"A strong central government is necessary for our country."</li> <li>"The states must retain their original powers."</li> <li>"The states must determine whether slavery will exist."</li> </ol>	<p><a href="#">Sample with rubric</a></p> <p>Use your knowledge of United States History to answer the constructed-response question.</p> <ul style="list-style-type: none"> <li>• Identify the views expressed by large and small states at the Constitutional Convention about how representation should be determined in the legislature.</li> <li>• Explain the impact that the Great Compromise had on the structure of the legislative branch.</li> <li>• Use details and examples to support your response.</li> </ul>	<p><a href="#">Sample TEIs</a></p> <p>Sample technology-enhanced items can be found in the full-length practice test linked above.</p>	<p><a href="#">Sample EBAS item</a></p>

# Middle School United States History Framework

## Using this document

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

## Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"> <li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li> </ul>	<b>Assessment limits</b> designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.



# Middle School United States History Framework

## Colonization (1607-1754)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understandings:** When diverse cultures interact, it can lead to conflict, change, and cooperation.

**Unit Question:** How did the interaction of European, African, and Native cultures lead to conflict, change, and/or cooperation?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Interactions in the New World	How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples?	<p>Students will evaluate the interaction of European, African, and Native cultures in colonial America by:</p> <ul style="list-style-type: none"> <li>Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival.</li> <li>Assessing the range of reactions of Native populations to the colonization of North America.</li> <li>Analyzing the factors causing European migration to North America.</li> <li>Identifying the causes and impacts of slavery in colonial North America.</li> </ul>	<p>➤ This unit serves as a bridge unit with grade 5 United States History and <b>will not</b> be assessed on the middle school exam.</p>
Colonial North America	What fostered the development of distinct regions in colonial North America?	<p>Students will analyze how geography and economics influenced the location and development of Colonial North American regions by:</p> <ul style="list-style-type: none"> <li>Comparing the economic, political, social, religious and ethnic composition of colonial regions of New England, the mid-Atlantic, the Chesapeake, and the South.</li> <li>Evaluating the impact of mercantilism on the political and economic relationship between the North American colonies and Great Britain.</li> </ul>	<p>➤ This unit serves as a bridge unit with grade 5 United States History and <b>will not</b> be assessed on the middle school exam.</p>

# Middle School United States History Framework

## The American Revolution (1754-1783)

Standard 1.0 Civics  
Standard 2.0 Peoples of the Nations and World  
Standard 3.0 Geography  
Standard 4.0 Economics  
Standard 5.0 History  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Numerous factors compel people to change or abolish a government.

**Unit Question:** To what extent were American Colonists justified in rebelling against British authority?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
French and Indian War	How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?	<p>Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies by:</p> <ul style="list-style-type: none"> <li>Explaining the sources of conflict among and between American Indians, European powers, and Americans' migrating west of the Appalachian Mountains.</li> <li>Assessing how the French and Indian War impacted American Indian alliances, British colonial policies, and American colonists.</li> </ul>	<ul style="list-style-type: none"> <li>Sources of conflict: Land, trade, migration.</li> <li>Impacts of the French and Indian War: Proclamation of 1763, taxation, Pontiac's Rebellion.</li> <li>Other topics may be assessed but information will be provided.</li> </ul>
British Acts and Colonial Acts of Resistance	Why and how did Americans resist the British?	<p>Students will evaluate the significance of the end of salutary neglect as a turning point in American History by:</p> <ul style="list-style-type: none"> <li>Analyzing the effect of British policies on the American colonies.</li> <li>Evaluating the effectiveness of the methods of colonial resistance to British policies.</li> <li>Identifying the principles expressed in the Declaration of Independence.</li> </ul>	<ul style="list-style-type: none"> <li>British Colonial policies: Sugar Act, Townsend Acts, Intolerable Acts.</li> <li>Methods of resistance: Boycotts (Homespun Movement), Organizations (Sons and Daughters of Liberty), protest (Boston Tea Party).</li> <li>Principles in the Declaration: Natural Rights, consent of the governed, right of people to alter or abolish government.</li> <li>Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The American Revolution	What were the military and social factors that impacted the outcome of the American Revolution?	<p>Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War by:</p> <ul style="list-style-type: none"> <li>Analyzing the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British.</li> <li>Assessing how free and enslaved African Americans, women and American Indians, contributed to and were impacted by the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Factors that influenced American victory: Domestic (Tories and Loyalists), Military (George Washington's leadership), Diplomatic (French intervention), geographic (knowledge of land).</li> <li>➤ Contributions to/Impacted by the American Revolution: Breakdown of native confederacy, manumission, treatment of Loyalists.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Founding of the New Government (1776-1791)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understandings:** Nations are constructed and governed through compromise and conflict.

**Unit Question:** How does the Constitution reflect compromise and conflict?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Articles of Confederation	How effective were the Articles of Confederation at governing the new nation?	<p>Students will evaluate the historical significance of the Articles of Confederation by:</p> <ul style="list-style-type: none"> <li>Explaining the structure and the powers of the Articles of Confederation.</li> <li>Analyzing the success and failures of the Articles of Confederation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structure/Powers of Articles of Confederation: No national court system, no national army, weak national executive, lack of national currency, inability to raise taxes.</li> <li>➤ Success and failures: Northwest Ordinance, rise of sectionalism, Shays Rebellion.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Constitutional Convention	What challenges to upholding the ideals of the Declaration of Independence existed after the Constitutional Convention?	<p>Students will evaluate the reasons for the development of the United States Constitution by:</p> <ul style="list-style-type: none"> <li>Describing the purpose of the Constitutional Convention.</li> <li>Analyzing how the Great Compromise addressed regional interests and differences.</li> <li>Describing the sectional debate over slavery and how the Constitution addressed slavery and freedom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purpose of the Convention: Amending the Articles, stronger central government.</li> <li>➤ Great Compromise: Bicameral structure of Congress, impact on representation.</li> <li>➤ Sectional Debate: Three-Fifths Compromise, fugitive slave clause, slave importation.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			➤ Other topics may be assessed but information will be provided.
United States Constitution	How and why is power distributed in the United States Constitution?	<p>Students will evaluate the impact of the Constitution on the structure of the United States government by:</p> <ul style="list-style-type: none"> <li>Identifying the goals of the Constitution as stated in the Preamble.</li> <li>Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.</li> <li>Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goals of Constitution in Preamble: More perfect Union, establish justice, ensure domestic tranquility, promote the common defense, promote the general welfare, and secure the blessings of liberty.</li> <li>➤ The principles of government: checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Ratification and the Bill of Rights	How does the Bill of Rights reflect compromise and conflict between the government and its people?	<p>Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution by:</p> <ul style="list-style-type: none"> <li>Analyzing the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution.</li> <li>Evaluating the impact of the Bill of Rights on the ratification of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Federalists/Anti-Federalist: Federalists strong central government, anti-Federalists strong state government and Bill of Rights.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## A New Nation (1787-1825)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** New nations experience success and failure in foreign and domestic affairs which shape their growth and development.

**Unit Question:** How did the successes and failures in foreign and domestic affairs shape the development of the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Early Republic	How effectively did the federal government respond to domestic and foreign challenges?	<p><b>Students will evaluate the short and long term impact of government decisions made during Federalist administrations by:</b></p> <ul style="list-style-type: none"> <li>Identifying the impact President George Washington had on setting precedents for the office of the President.</li> <li>Evaluating the evolution and impact of the Federalist and Democratic-Republican parties on domestic and foreign policy.</li> <li>Explaining the impact of <i>Marbury v. Madison</i> (1803) on the power of the Supreme Court.</li> </ul> <p><b>Students will evaluate the historical significance of the Louisiana Purchase on the United States by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the diplomatic and constitutional challenges involved in the Louisiana Purchase.</li> <li>Assessing the political and economic impact of the Louisiana Purchase and its impact on the United States relations with native populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Precedents Set: Two terms, peaceful transition of power, development of a cabinet, strict and loose interpretation of the Constitution.</li> <li>➤ Outcomes of the debates over the Whiskey Tax, national bank, and Alien and Sedition Act of 1798.</li> <li>➤ Impact of <i>Marbury v. Madison</i>: Judicial review.</li> <li>➤ Other topics may be assessed but information will be provided.</li> <li>➤ Louisiana Purchase: French and Spanish interests, and arguments for and against the purchase.</li> <li>➤ Impacts of the Louisiana Purchase: Nation's geographic size, economic growth, relationship with American Indian tribes and foreign countries.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Second War of Independence	How did the war of 1812 shape national identity?	<p>Students will analyze the emerging foreign policy of the United States by:</p> <ul style="list-style-type: none"> <li>Identifying the domestic and foreign causes of the War of 1812.</li> <li>Explaining the political, geographic, and military factors that led to the American defeat of the British.</li> <li>Analyzing how the War of 1812 impacted Native tribes, American political parties, and American nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>Causes of the War: The Embargo Act of 1807, impressment, War Hawks, Tecumseh.</li> <li>Factors leading to defeat of the British: Political (Burning of the Capitol), geographic, (control of the Great Lakes), military (leadership of Andrew Jackson).</li> <li>Impacts of the war: Demise of the Federalist Party, nationalism, growth of American industry, Monroe Doctrine, reduction of tribal territory.</li> <li>Other topics may be assessed but information will be provided.</li> </ul>



# Middle School United States History Framework

## Geographic Expansion and Political Division (1820-1860)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** National unity can be challenged by political, social, and economic change.

**Unit Question:** How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Sectional Growth	How did regional tensions challenge national unity?	<p>Students will analyze the influence of industrialization, technological , and demographic changes on society by:</p> <ul style="list-style-type: none"> <li>Assessing the impact of technological developments in communication and transportation.</li> <li>Evaluating the growth of the factory system and its impacts on labor, women, and migration.</li> <li>Assessing the impact of the Supreme Court of John Marshall on national power and economic growth.</li> <li>Identifying the push and pull factors driving antebellum immigration.</li> </ul> <p>Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of technology on the geographic expansion of the institution of slavery.</li> <li>Analyzing the conditions that defined life for the enslaved.</li> <li>Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism.</li> <li>Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Technological developments: Telegraph, canals, railroads.</li> <li>➤ Impacts of technological change: economic growth, national unity, migration.</li> <li>➤ Factory System: Interchangeable parts, Lowell Mills.</li> <li>➤ Supreme Court: <i>McCulloch v. Maryland (1819)</i></li> <li>➤ Immigration: Origins of immigrants, nativism.</li> <li>➤ Expansion of slavery: Cotton Gin, cotton belt.</li> <li>➤ Conditions of slavery: marriage, punishments, family separation.</li> <li>➤ Resistance to slavery: Rebellion, destruction of property, running away, sabotage.</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			<ul style="list-style-type: none"> <li>➤ Effectiveness of the Missouri Compromise: Impact on slave-free state balance.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Jacksonian Era	How can shifts in executive power impact the social, economic, and political life of a nation?	<p>Students will evaluate the political, economic, and social impact of Jacksonian Democracy by:</p> <ul style="list-style-type: none"> <li>• Explaining the impact of President Andrew Jackson's presidency on sectional politics, democracy, electoral processes, and the economy.</li> <li>• Contrasting the Native and American arguments surrounding the issue of American Indian rights and land ownership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Andrew Jackson: Nullification crisis, national bank, expansion of the franchise.</li> <li>➤ American Indian Removal: Characteristics of Native life, Indian Removal Act, <i>Worcester v. Georgia</i> (1832), Trail of Tears.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Social Reform Movements	How can individuals and groups affect social change?	<p>Students will analyze the impact of antebellum reform movements on American politics and society by:</p> <ul style="list-style-type: none"> <li>• Evaluating the impact of social reform movements on temperance, prison, and educational reform.</li> <li>• Tracing the evolution, arguments, and impacts of the antebellum women's movement.</li> <li>• Identifying the methods, arguments, and impacts of the abolitionist movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social reform: Temperance, prison reform.</li> <li>➤ Women's Movement: Laws affecting women, Declaration of Rights and Sentiments, Elizabeth Cady Stanton.</li> <li>➤ Abolitionist movement: Underground Railroad, Frederick Douglass, Harriet Tubman, moral suasion/literature and propaganda.</li> <li>➤ Other topics may be assessed but information will be provided</li> </ul>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Westward Expansion	Do the benefits of territorial expansion outweigh the costs?	<p>Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by:</p> <ul style="list-style-type: none"> <li>Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession.</li> <li>Analyzing the consequences of the rapid settlement of California, Oregon, and Texas.</li> <li>Explaining the causes, course, and consequences of the Mexican-American War.</li> <li>Assessing the impacts of the Compromise of 1850.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manifest Destiny: Key components of the concept, views of American Indians, Mexicans, and Anglos.</li> <li>➤ Rapid Settlement: Territorial growth of the United States, impact on slave-free state balance.</li> <li>➤ Mexican-American War: Territorial growth of the United States.</li> <li>➤ Compromise of 1850: Fugitive Slave Law, impact on slave and free-state balance.</li> </ul>
Path to Disunion	What factors lead a country to civil war?	<p>Students will evaluate the causes of the Civil War by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization.</li> <li>Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states.</li> <li>Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sectional polarization: Kansas-Nebraska Act, popular sovereignty, <i>Dred Scott v. Sandford</i> (1857), John Brown.</li> <li>➤ Election of 1860: Abraham Lincoln, Secession.</li> <li>➤ Causes of the Civil War: Slavery, economic differences, westward expansion, political parties, states' rights.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Civil War and Reunion (1860-1896)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Societies efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

**Unit Question:** How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Civil War	How does war impact and change society?	<p>Students will analyze factors affecting the outcome of the Civil War by:</p> <ul style="list-style-type: none"> <li>Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy.</li> <li>Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict.</li> </ul> <p>Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by:</p> <ul style="list-style-type: none"> <li>Evaluating the military and historic significance of the Emancipation Proclamation.</li> <li>Evaluating the efficacy and constitutionality of President Abraham Lincoln's suspension of the Writ of Habeas Corpus.</li> <li>Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goals, resources, strategies, and technology: Contrast resources available to the Union and Confederacy at outset of the war, naval blockade, King Cotton Diplomacy, conscription.</li> <li>➤ Significance of the Emancipation Proclamation: African American troops, emancipation.</li> <li>➤ Evaluating Civil Liberties: <i>Ex Parte Merryman</i> (1861).</li> <li>➤ Economic opportunities/obstacles: Draft Riots, Bread riots, inflation, increase in industry.</li> <li>➤ Other topics may be assessed but information will be provided.</li> </ul>
Reconstruction and Reunion	How does a nation reconcile past injustices?	Students will analyze the political, economic, and social goals of Reconstruction by:	

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"> <li>Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans.</li> <li>Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans.</li> <li>Examining the ways in which African American communities fought to protect and expand their rights.</li> </ul> <p>Students will explain how the United States government protected or failed to protect the rights of individuals and groups by:</p> <ul style="list-style-type: none"> <li>Assessing the factors that influenced the end of Reconstruction.</li> <li>Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws and disenfranchisement on the enforceability of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> </ul>	<ul style="list-style-type: none"> <li>Goals and Policies: 13th, 14th, and 15th Amendments, Freedmen's Bureau, Military Reconstruction Act.</li> <li>Actions taken to deny freedoms: Black Codes, First Ku Klux Klan, share cropping.</li> <li>Protecting and expanding rights: Role of the church, education, and voting.</li> <li>Other topics may be assessed but information will be provided.</li> <li>Election of 1876/ Bargain of 1877</li> <li><i>Plessy v. Ferguson</i> (1896), Jim Crow Laws, convict labor lease system, grandfather clause, literacy test, poll tax.</li> <li>Other topics may be assessed but information will be provided.</li> </ul>

# Middle School United States History Framework

## Growth of Industrial America (1877-1890)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Economic growth destroys old means of production and replaces them with new ones.

**Unit Question:** How did economic change alter political and social relationships in the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Industrialization	Did the benefits of post-Civil War industrialization outweigh the costs?	<p>Students will analyze the causes and consequences of Industrialization in the late 19th century United States by:</p> <ul style="list-style-type: none"> <li>Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.</li> <li>Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy.</li> <li>Evaluating the impact of industrialization and laissez-faire policies on labor.</li> <li>Identifying responses to post-Civil War immigration.</li> </ul>	<p>This unit serves as a bridge unit with the high school United States History course and <b>will not</b> be assessed on the middle school exam.</p>

# Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Westward Movement	Did American Westward Expansion challenge and promote national unity?	<p>Students will analyze the causes and consequences of westward expansion by:</p> <ul style="list-style-type: none"> <li>Describing the impact of geography and technology on the settlement of the west.</li> <li>Evaluating the American Indian responses to western migration.</li> <li>Evaluating the impact of government actions on patterns of immigration.</li> <li>Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women.</li> </ul>	This unit serves as a bridge unit with the high school United States History course and <b>will not</b> be assessed on the middle school exam.

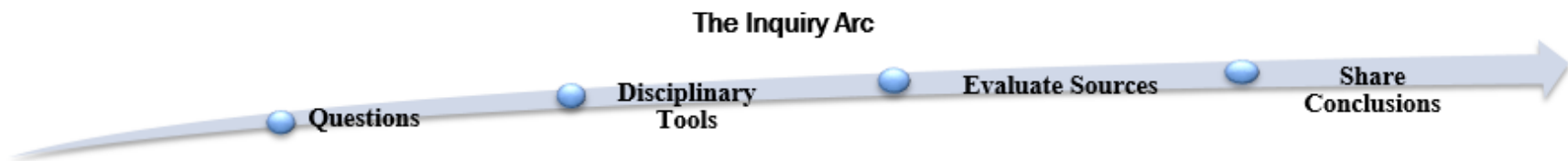


# American Government Framework

The High School Assessment (HSA) in American government provides Maryland students with the opportunity to learn the Constitutional framework and democratic process that structure the State and national political system. American Government establishes a knowledge base which supports the development of skills needed for citizens in a participatory democracy. Effective citizens possess a clear understanding of government: its structure, its purposes, and its processes. They gather, communicate, and utilize information in order to evaluate the competing goals and varying points of view related to public issues. Utilizing their knowledge and skills, effective citizens purposely choose to be involved in their political system and exert influence in a participatory democracy. To assist students in acquiring these skills, the content of the course is arranged around five of the six state social studies standards:

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

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



# American Government Framework

Within the Inquiry Arc outlined in the 6.0 Skills and Processes document, students will be specifically assessed on the following skills:

**6.1: The student will demonstrate the ability to evaluate sources and use evidence.**

- The student will evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source.
- The student will identify credible, relevant information contained in sources.

**6.2: The student will demonstrate the ability to communicate and critique conclusions.**

- The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources

## Weaving of Government Principles

The American Government course intentionally emphasizes the foundational principles of federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection. These principles are introduced in the first unit and are revisited and assessed throughout the course. Students are expected to apply these principles to the outcome of Supreme Court decisions and the development and implementation of government policies.

# American Government Framework

## Structure of the Exam

The government High School Assessment will measure both students' understanding of the core content **and** the skills and processes outlined in the assessment limits. The assessment will measure this understanding through selected response and constructed response items.

Question Type	Selected Response Item: Multiple Choice Question	Selected Response Item: Technology- Enhanced Item (TEI)	Constructed Response Item: Content Constructed Response (CR)	Selected Response and Constructed Response: Evidence Based Argument Set (EBAS)
Description	Students will select their response to the question from four answer options.	Students will manipulate information on the testing platform to demonstrate knowledge. This could involve highlighting text, moving statements into categories, or selecting multiple responses. *Students who are taking the assessment in a paper form will have a paper variant of the on-line TEI.	Students must develop the answer to an open-ended content based question. Some of the questions require students to use information from a stimulus (map, political cartoon, excerpt, etc.), along with the content knowledge.	Students will demonstrate social studies thinking skills after examining documents centered around a compelling question.
Example	Which of these best explains why local governments create zoning laws?  A. to require builders to pursue creative designs B. to increase the number of jobs in a community C. to encourage businesses and citizens to recycle more goods D. to control the use of buildings and land within a community	Access examples on the <a href="https://maryland.onlinehelp.cognia.org/practice-test-materials/">practice test</a> available at <a href="https://maryland.onlinehelp.cognia.org/practice-test-materials/">https://maryland.onlinehelp.cognia.org/practice-test-materials/</a>	<ul style="list-style-type: none"> <li>• Explain the role of political parties in the United States.</li> <li>• Do political parties have too much or too little influence on government officials? Explain your answer.</li> <li>• Include details and examples to support your answer.</li> </ul>	Access examples on the <a href="https://maryland.onlinehelp.cognia.org/practice-test-materials/">practice test</a> available at <a href="https://maryland.onlinehelp.cognia.org/practice-test-materials/">https://maryland.onlinehelp.cognia.org/practice-test-materials/</a>

# American Government Framework

## Using this document

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

## Sample Unit Template

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

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

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.	<b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	<b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none"> <li><b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li> </ul>	<b>Assessment limits</b> designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.

# American Government Framework

## Structure and Origins of Government

Standard 1.0 Civics  
Standard 2.0 Peoples of the Nations and World  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form a democratic system that serves the purposes of government and protects the rights and authority of citizens.

**Unit Question:** How do the principles and structures of the United States government assist and/or impede meeting the purposes of government while protecting the rights and authority of the citizens?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Types of Government	Why do governments form?	<p>The student will analyze advantages and disadvantages of various types of governments throughout the world by:</p> <ul style="list-style-type: none"> <li>Comparing and describing the advantages and disadvantages of direct, representative, presidential, and parliamentary democracies.</li> <li>Evaluating the advantages and disadvantages of democratic and authoritarian political systems.</li> <li>Comparing authoritarian and democratic governments on distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of political systems including: democratic (parliamentary, presidential) and authoritarian (absolute monarchy, oligarchy, dictatorship and totalitarian).</li> <li>Compare types of political systems on: distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and the ability to address a crisis.</li> </ul>
Origins and Founding Principles	Where do the principles of democratic government originate?	<p>Students will analyze historic documents to determine the basic principles of United States government and apply them to real world situations by:</p> <ul style="list-style-type: none"> <li>Tracing the evolution of limited government and other</li> </ul>	<ul style="list-style-type: none"> <li>Historic Documents: Declaration of Independence, Articles of</li> </ul>

# American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
	How does government structure affect how power is organized?	<p>principles from English common law through the Enlightenment philosophers to the foundations of American government.</p> <ul style="list-style-type: none"> <li>Explaining representative democracy, popular sovereignty, and consent of the governed, and demonstrate how these concepts have ensured citizens' power over time.</li> <li>Describing how the Declaration of Independence articulates the philosophy of government founded on basic principles.</li> <li>Analyzing how the Constitution reflects the basic principles and eliminated the weaknesses of the Articles of the Confederation.</li> <li>Analyzing how the principles of government are applied to real world situations.</li> </ul> <p><b>The student will evaluate how the principles of government assist or impede the functioning of government by:</b></p> <ul style="list-style-type: none"> <li>Describing how the Constitution structures the government and provides for separation of powers, checks and balances, and judicial review, in such a way as to limit governmental power in favor of the people.</li> <li>Explaining how the delegated, reserved, concurrent, and denied powers of government are divided in federalism and shared between national and state levels.</li> <li>Describing the formal process for amending the Constitution and why this process is necessary.</li> </ul>	<p>Confederation, United States Constitution, and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>➤ Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Students are not expected to know the contents of any document by number.</li> <li>➤ Other documents, contemporary sources, and amendments may be assessed but excerpts will be provided.</li> </ul> <ul style="list-style-type: none"> <li>➤ Historic Documents: Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights.</li> <li>➤ Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Students are not expected to know the contents of any document by number.</li> </ul>

# American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
	How do the principles of government influence the structure of government to protect the rights of individuals?	<p>The student will evaluate how the principles of government assist or impede the functioning of government by:</p> <ul style="list-style-type: none"> <li>Evaluating the balance between majority rule and the protection of individual rights.</li> <li>Identifying the rights in the Bill of Rights and how they protect individuals and limit the power of government.</li> <li>Analyzing the purpose of limited government and its impact on the structure, function, and processes of government.</li> <li>Analyzing how principles are incorporated into the historic documents of American government and how those principles have been applied.</li> <li>Analyzing how the principles of government are applied to real world situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Other documents, contemporary sources, and amendments may be assessed but excerpts will be provided.</li> <li>➤ Basic principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Historic Documents: Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights.</li> <li>➤ Students are to know which rights/protections are addressed by the first ten amendments.</li> <li>➤ Students are not expected to know the contents of any document by number.</li> <li>➤ Other documents, contemporary sources, and amendments may be assessed but excerpts will be provided.</li> </ul>

# American Government Framework

## The Legislative Branch

Standard 1.0 Civics  
Standard 3.0 Geography  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form a legislative branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the legislative branch?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Structure and Organization of Legislative Branch	How do principles of government influence the structure and organization of the legislative branch as established in the Constitution?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Legislative Branch] of government by:</p> <ul style="list-style-type: none"> <li>Describing the bicameral structure, powers, and organization of the United States Congress and the Maryland General Assembly.</li> <li>Comparing and contrasting the powers and responsibilities of local, state, and national legislative bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>Federal and Maryland state government: Legislative powers, structure, and organization.</li> <li>Local government will be assessed in terms of powers and responsibilities.</li> <li>Selection of national and Maryland state leaders via election/appointment process.</li> </ul>



# American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Elections	Are congressional elections organized to maintain a representative democracy?	<p>The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions by:</p> <ul style="list-style-type: none"> <li>Explaining tools used by political parties, interest groups, lobbyists, candidates, the media and citizens to impact elections, public policy, and public opinion.</li> <li>Evaluating the effectiveness of tools used to impact elections, public policy, and public opinion.</li> <li>Analyzing various methods that individuals or groups may use to influence laws, government policies, and elections including referendum, acts of civil disobedience, voting, boycotts, financial contributions, digital communication, and voting drives.</li> <li>Evaluating how the election process, including open and closed primaries, affects political outcomes, individual voter behavior, and public opinion.</li> <li>Analyzing how candidates, campaigns, political parties, and financial contributions influence the political process, policy, and public opinion.</li> <li>Evaluating how the roles and strategies that individuals and groups use to influence government policy and institutions affect the concepts of government.</li> </ul> <p>The student will evaluate demographic factors related to political participation, public policy, and government policies by:</p> <ul style="list-style-type: none"> <li>Determining the impact of reapportionment, redistricting, and gerrymandering on government policies, fiscal decisions, and representation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of political parties, interest groups, lobbyists, candidates, the media, and citizens on elections, public policy, and public opinion.</li> <li>➤ Tools utilized to impact elections, public policy, and opinion: Voter registration drives, Open and Closed Primaries, lobbying, Political Action Committees (PACs), financial contributions, referendums, civil disobedience, voting, boycotts, and digital communication.</li> <li>➤ Political causes and effects of reapportionment, redistricting, gerrymandering, and voting patterns.</li> </ul>

# American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Powers of Congress	Does Congress have the appropriate amount of power to fulfill its Constitutional responsibilities?	<p>The student will evaluate how the principles of government assist or impede the functioning of government by:</p> <ul style="list-style-type: none"> <li>Describing the structure, powers, and organization of the legislative branch on the federal, state, and local level.</li> <li>Describing how the Constitution provides for separation of powers and checks and balances.</li> <li>Evaluating the Elastic Clause and how implied powers impact the function of government.</li> <li>Determining why Bills of Attainder, ex post facto laws, and the suspension of Habeas Corpus are denied powers.</li> </ul>	<ul style="list-style-type: none"> <li>Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>Federal and Maryland State Government: Legislative powers, structure, and organization.</li> </ul>
Lawmaking	How does the process of lawmaking assist and impede the functioning of the legislative branch?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Legislative Branch] of government by:</p> <ul style="list-style-type: none"> <li>Describing how laws are made and the tools that assist and/or impede the process.</li> </ul>	<ul style="list-style-type: none"> <li>Federal and Maryland State Government: Legislative powers, structure, and organization.</li> </ul>

# American Government Framework

## The Executive Branch

Standard 1.0 Civics  
Standard 4.0 Economics  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** In the United States, principles and structures are employed to form an executive branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the executive branch?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Structure and Organization of the Executive Branch	How do the principles of government influence the structure of the executive branch as established in the Constitution?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Executive Branch] of government by:</p> <ul style="list-style-type: none"> <li>Describing the structure, power, and organization of the executive branch on the federal, state, and local levels.</li> <li>Explaining how executive departments and regulatory agencies assist in protecting rights, maintaining order and protecting the safety of citizens.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>➤ Federal and Maryland State Government: Executive powers, structure, and organization.</li> <li>➤ Local government will be assessed in terms of powers and responsibilities.</li> </ul>

# American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Elections	Are presidential elections organized to maintain a representative democracy?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Executive Branch] of government by:</p> <ul style="list-style-type: none"> <li>• Determining how the nominating process, closed and open primaries, and general elections reflect the principles of representative democracy, consent of the governed, and majority rule.</li> <li>• Evaluating the utility of the Electoral College over time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Selection of national and Maryland State leaders: Electoral College and election/appointment processes.</li> </ul>
Powers of the Executive Branch	Do Governors and Presidents have the appropriate amount of power to fulfill his or her constitutional responsibilities?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Executive Branch] of government by:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the powers, roles, and responsibilities of local, state and national executives.</li> </ul> <p>The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety by:</p> <ul style="list-style-type: none"> <li>• Describing the purpose, limitations and impact of executive orders in protecting rights, maintaining order, and providing safety for citizens.</li> <li>• Analyzing the impact of crisis on expansion of state and federal government power.</li> <li>• Evaluating the role of the state and federal governments concerning issues related to public safety and maintaining order and how those decisions affect individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Federal and Maryland State Government: Executive powers, structure, and organization.</li> <li>➤ Local government will be assessed in terms of powers and responsibilities.</li> <li>➤ Presidential use of power and executive orders on rights, order, and/or safety.</li> <li>➤ National government agencies actions affecting rights, order, and/or safety.</li> <li>➤ State actions affecting rights, order, and/or safety.</li> </ul>

## American Government Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Regulatory Policy	How has the government's role and policies adapted to address various public issues?	<p>The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state by:</p> <ul style="list-style-type: none"> <li>Describing the role of regulatory agencies in carrying out the policies of the executive branch on the national and state level.</li> <li>Describing the purpose, roles, and responsibilities of regulatory agencies: Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Trade Commission (FTC), Federal Communications Commission (FCC), Federal Aviation Administration (FAA).</li> <li>Examining how regulatory agencies respond to social issues/concerns and/or market failures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How regulatory agencies respond to social issues/concerns and/or market failures.</li> <li>➤ Regulatory agencies that respond to social issues and/or market failures: Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Trade Commission (FTC), Federal Communications Commission (FCC), Federal Aviation Administration (FAA).</li> <li>➤ Other national agencies, state, and local agencies can be used, but information will be provided in the item.</li> </ul>

# American Government Framework

## The Judicial Branch

Standard 1.0 Civics  
Standard 6.0 Skills and Processes

**Enduring Understanding:** In the United States, principles and structures are employed to form a judicial branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

**Unit Question:** How do the foundational principles and structures of government assist or impede the functioning of government in the judicial branch?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Structure and Powers of the Judiciary	How does the judicial branch uphold the principles of government, and why is the structure different from the other branches of government?	<p>The student will evaluate how the principles of government assist or impede the functioning of the [Judicial Branch] of Government by:</p> <ul style="list-style-type: none"> <li>Describing the structure, power, and organization of the judicial branch on the federal, state, and local levels.</li> </ul>	<ul style="list-style-type: none"> <li>Principles: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, and equal protection.</li> <li>Federal and Maryland State government: Judicial powers, structure, and organization.</li> <li>Local government will be assessed in terms of powers and responsibilities.</li> </ul>
Landmark Decisions and Historical Impact of the Court on American Government	How have the decisions of the Supreme Court impacted individual rights, government powers, and policies over time?	<p>The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society by:</p> <ul style="list-style-type: none"> <li>Analyzing how the Supreme Court decisions in <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines</i> (1969), and <i>T. L.O. v New Jersey</i> (1985) impacted individual liberty.</li> </ul>	<ul style="list-style-type: none"> <li><i>Marbury v. Madison</i> (1803), <i>Brown v. Board of Education</i> (1954), <i>Baker v. Carr</i> (1962), <i>Miranda v. Arizona</i></li> </ul>

# American Government Framework

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"> <li>Analyzing how the Supreme Court decisions in <i>McDonald v. Chicago</i> (2010) impacted federalism.</li> <li>Analyzing how the Supreme Court's decision in the case of <i>United States v. Nixon</i> (1974) impacted the separation of powers.</li> <li>Analyzing how the Supreme Court's decision in the case of <i>Marbury v. Madison</i> (1803) impacted limited government and checks and balances.</li> <li>Analyzing how the Supreme Court's decision in <i>Brown v. Board of Education</i> (1954) and <i>Baker v. Carr</i> (1962) impacted equal protection.</li> </ul> <p>The student will evaluate the principle of due process by:</p> <ul style="list-style-type: none"> <li>Explaining how the Supreme Court used the due process and equal protections clauses of the 14<sup>th</sup> Amendment to incorporate protection of individual rights and extend federal power.</li> </ul>	<p>(1966), <i>Tinker v. Des Moines Board of Education</i> (1969), <i>U.S. v. Nixon</i> (1974), <i>New Jersey v. T.L.O</i> (1985), and <i>McDonald v. Chicago</i> (2010).</p> <ul style="list-style-type: none"> <li>Cases impact on individual liberty (<i>Tinker</i> and <i>T.L.O.</i>); federalism (<i>McDonald</i>); separation of power (<i>Nixon</i>), limited government and checks and balances (<i>Marbury</i>); equal protection (<i>Brown</i> and <i>Baker</i>).</li> <li>Other cases that address the same issues could be used, but information about these cases will be provided in the item.</li> <li>Impact of judicial incorporation on federal power and individual rights.</li> <li>Information about due process cases will be provided in the item.</li> </ul>
Criminal and Civil Law	How do two court systems maintain order and uphold individual rights?	<p>The student will analyze elements, proceedings, and decisions related to criminal and civil law by:</p> <ul style="list-style-type: none"> <li>Describing the role of the courts in settling disputes between individuals.</li> <li>Analyzing the effectiveness of out- of-court settlements, arbitration, and mediation as alternatives to litigation.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the elements, proceedings, and decisions in civil and criminal law.</li> <li>Civil law: Plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, petit jury, and out-of-court</li> </ul>

## American Government Framework

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"> <li>Identifying the elements of civil law including: plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, and petit jury.</li> <li>Identifying the elements of criminal law including: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena.</li> <li>Comparing the proceedings of civil and criminal cases including: grand jury, petit jury, indictment, standards of proof (beyond a reasonable doubt and preponderance of the evidence), plea bargaining, probable cause, writ of habeas corpus, and subpoena.</li> </ul>	<p>settlements.</p> <ul style="list-style-type: none"> <li>➤ Criminal law: Defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena.</li> </ul>



# American Government Framework

## Economic Policy

Standard 4.0 Economics  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** United States economic policy is continually adapting to meet competing socio-economic goals.

**Unit Question:** How does the United States balance competing socio-economic goals?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Economic Systems	What kind of economic system should the United States have?	<p>The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce by:</p> <ul style="list-style-type: none"> <li>Explaining how traditional, command and market and mixed economies answer the basic economic questions of what to produce, how to produce and for whom to produce when resources are limited.</li> <li>Determining how scarcity and opportunity cost affect government decision-making.</li> <li>Evaluating the role of the United States government in answering the basic economic questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role of government in answering the basic economic questions in traditional, command, market, and mixed economies.</li> <li>➤ The role of scarcity and opportunity cost in government decision-making.</li> </ul>
Economic Goals and Indicators	How does the United States measure and establish its socio-economic goals?	<p>The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio- economic goals by:</p> <ul style="list-style-type: none"> <li>Explaining how the Consumer Price Index (CPI), the unemployment rate, and the Gross Domestic Product (GDP) measure economic performance.</li> <li>Explaining how the business cycle reflects economic instability, including periods of inflation and recession.</li> <li>Explaining how governments prioritize the competing socio-economic goals of freedom, growth, stability, equity,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and the unemployment rate.</li> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive</li> </ul>

# American Government Framework

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<p>national defense, environmental protection, and educational quality in response to changing economic, social, and political conditions.</p> <ul style="list-style-type: none"> <li>Evaluating how the principles of economic costs, benefits, and opportunity cost affect public policy issues, such as environmental and healthcare concerns, defense and education policy.</li> </ul>	<p>actions) and their effect on economic performance, full employment, and price stability.</p> <ul style="list-style-type: none"> <li>➤ Competing socio-economic goals of freedom, growth, stability, equity, national defense, environmental protection, and educational quality.</li> </ul>
Fiscal Policy	How effective is fiscal policy at promoting full employment, price stability, and economic performance?	<p>The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance by:</p> <ul style="list-style-type: none"> <li>Describing the role of the state and federal legislative branches in developing fiscal policy.</li> <li>Analyzing the role of the executive in the budgetary process on the national, state and local level.</li> <li>Describing how the legislative branch influences economic performance by using the tools of fiscal policy including increasing and decreasing taxes and tariffs and/or spending.</li> <li>Evaluating the effectiveness of fiscal policy in achieving economic growth, full employment, and price stability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tools of fiscal policy include increasing/decreasing taxes and tariffs and/or spending.</li> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.</li> </ul>
Monetary Policy	How effective is monetary policy at promoting full employment, price stability, and economic performance?	<p>The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance by:</p> <ul style="list-style-type: none"> <li>Describing how the Federal Reserve System uses the three tools of monetary policy, including open market operations, changes in the discount rate, and changes in the reserve requirements to influence the economy.</li> <li>Evaluating the effectiveness of monetary policy in achieving economic growth, full employment, and price stability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.</li> <li>➤ Tools of monetary policy (Federal Reserve System) include the reserve requirement, the discount rate, and open-market operations (buying and selling of government securities).</li> </ul>

# American Government Framework

## Domestic Policy

Standard 1.0 Civics  
Standard 3.0 Geography  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** In the United States the government balances competing interests to develop domestic policy that promotes the common good.

**Unit Question:** How does the government balance competing interpretations of the common good in order to implement public policy?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Citizens and Public Policy	How do individuals and groups influence government policy?	<p>The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions by:</p> <ul style="list-style-type: none"> <li>Analyzing how candidates, campaigns, political parties, the media lobbyists and financial contributions and citizens, influence the political process, policy, and public opinion.</li> <li>Evaluating the tools that individuals or groups may use to influence laws, government policies, and elections including referendum, acts of civil disobedience, voting, boycotts, financial contributions, digital communication, and voting drives.</li> <li>Identifying the voting patterns of various demographic groups and their impact on governmental policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impact of political parties, interest groups, lobbyists, candidates, the media and citizens on elections, public policy, and public opinion.</li> <li>➤ Tools utilized to impact elections, public policy, and opinion: Voter registration drives, Open and Closed Primaries, lobbying, Political Action Committees (PAC), financial contributions, referendums, civil disobedience, voting, boycotts, and digital communication.</li> </ul>
Regional Domestic Policy	How do regional interests shape the formation and implementation of government policy?	<p>The student will analyze the roles and relationships of regions on the formation and implementation of government policy by:</p> <ul style="list-style-type: none"> <li>Explaining how geographic characteristics and shared interests stimulate regional cooperation between governments and influence foreign policy and effect political decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>➤ International, national, state, local, and/or regional interests that may shape government policy.</li> <li>➤ Examples of the criteria used to define a region include economic development,</li> </ul>

# American Government Framework

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<ul style="list-style-type: none"> <li>Analyzing the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues, and population shifts in formulating local, state, and national government policy.</li> <li>Analyzing patterns, trends, and projections of population and how these may affect environmental policy, education spending, health care, and social security.</li> </ul>	<p>natural resources, population, religion and climate. Regional means different areas within Maryland (e.g. Eastern Shore, mining region, Appalachia, Piedmont Plateau), the United States (e.g., Northeast, Sunbelt, mid-Atlantic regions) and the world.</p> <ul style="list-style-type: none"> <li>➤ Patterns, trends, and projections of population growth in regions and how these may affect the environment, society, and government policy.</li> <li>➤ Influence of demographic factors on government funding decisions including Social Security.</li> </ul>
Public Policy	How do the principles of government and competing interests impact the formation and implementation of public policy?	<p>The student will evaluate roles and policies the government has assumed regarding public issues by:</p> <ul style="list-style-type: none"> <li>Describing how limited government impacts the development and implementation of government policies for entitlements, including social security, housing, and nutritional assistance.</li> <li>Evaluating how the rights and responsibilities of citizens impact government policies regarding Public Health, including immunization, Medicare and Medicaid, and food safety.</li> <li>Analyzing how federalism impacts government policies for Education, including Elementary and Secondary Education Act and school choice.</li> <li>Describing the impact of the rights and responsibilities of citizens on crime and punishment and incarceration.</li> <li>Analyzing the impact of limited government on government policies for Technology, including cybersecurity, censorship, and energy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Public issues: Entitlements (Social Security, housing and nutritional assistance); Public Health (Immunization, Medicare and Medicaid, food safety); Education (Elementary and Secondary Education Act, school choice); Crime and Punishment (law enforcement and incarceration) and Technology (Cybersecurity, censorship, energy.)</li> <li>➤ Impact of the federal policies on federalism, limited government, and/or rights and responsibilities.</li> </ul>

# American Government Framework

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
		<p>The student will evaluate the role of government in addressing land use and other environmental issues by:</p> <ul style="list-style-type: none"> <li>Evaluating the way national, state, and local governments develop policy to address land use and environmental issues, such as pollution, urban sprawl, property rights and land use/ zoning.</li> </ul> <p>The student will analyze policies designed to protect the rights of individuals and groups and to promote equity in American society by:</p> <ul style="list-style-type: none"> <li>Evaluating the effectiveness of governmental policies (legislation and executive orders) in promoting equity and civil rights for minorities, women and the disabled.</li> <li>Examining the impact of equal protection on immigration and affirmative action policies.</li> </ul>	<ul style="list-style-type: none"> <li>National, state, and/or local issues. Issues will include government policies related to pollution, urban sprawl, property rights, and land use/zoning.</li> <li>Policies that address the rights of minorities, women, and the disabled.</li> <li>Policies that address immigration and affirmative action.</li> <li>Impact of equal protection on policies that address the rights of minorities, women, and the disabled.</li> <li>Information about the above policies will be provided in the item.</li> </ul>

# American Government Framework

## Foreign Policy

Standard 2.0 Peoples of the Nations and World  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** In the United States, foreign policy is continually adapting to meet its competing foreign policy goals.

**Unit Question:** How does the United States balance competing foreign policy goals?

Content Topic	Essential Questions	Indicator and Objectives	Assessment Limits
Foreign Policy Goals and Tools	How does the United States establish and achieve foreign policy goals?	<p>The student will analyze economic, political, and social issues and their effect on foreign policies of the United States by:</p> <ul style="list-style-type: none"> <li>Analyzing the conflicting demands of the United States foreign policy goals of trade, national security, and human rights.</li> <li>Contrasting isolationism versus interventionism in United States foreign policy.</li> <li>Explaining the tools used by the president to develop and implement foreign policy.</li> <li>Examining how the foreign policy tools of military intervention, economic sanctions, foreign aid, and diplomacy affect American relationships with other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Policies of United States government that establish or hinder relationships with other countries include: trade, national security, and human rights.</li> <li>Tools used by the United States to affect international relationships: Military intervention, economic sanctions, foreign aid, and diplomacy.</li> </ul>
The United States role in the international community	Does United States participation with international organizations help it achieve its foreign policy goals?	<p>The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States by:</p> <ul style="list-style-type: none"> <li>Explaining the military and security functions of the North Atlantic Treaty Organization (NATO) and the United Nations (UN).</li> <li>Explaining the humanitarian role of the Red Cross/Red Crescent and the United Nations.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of international alliances and organizations on trade, national security, and/or human rights.</li> </ul>

## American Government Framework

		<ul style="list-style-type: none"><li>• Explaining the economic function of North American Free Trade Agreement (NAFTA), the United Nations (UN), and the World Trade Organization (WTO).</li><li>• Analyze how the United States involvement in international organizations advances or hinders the achievement of foreign policy goals.</li></ul>	<ul style="list-style-type: none"><li>➤ International alliances and organizations: United Nations (UN), North Atlantic Treaty Organization (NATO), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), and International Red Cross/Red Crescent.</li><li>➤ Other examples of alliances and organizations in which the United States participates may be used, but information will be provided in the item.</li></ul>
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# High School United States History Framework

## Overview

The high school United States History framework focuses on developing students' understanding of American History from the Progressive response to industrialization through the early 21st century. The framework builds on the grade 8 United States History experience and is designed to ensure that all students complete their study of United States History by examining the events, personalities, and ideas that defined life in the early 21st century. The "Bridge Unit from Middle School United States History: Growth of Industrial and Urban America" in the high school framework is the same as the final unit in the grade 8 United States History framework. The high school United States History framework is designed for instruction to begin at "Unit 1: Progressivism and Imperialism."

In United States History, students interpret historical evidence, identify significant trends, and examine the major turning points that define the modern American experience. The study of United States History will enable students to understand the development and transition of the American economy from manufacturing to service based. Students will understand the multiple forces that drove the growth of a global power. In addition, students examine the foundational documents that provide continuity to the Democratic experience. Students will analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity. By considering events from multiple perspectives, students will understand that women, African Americans, Native Americans, those with disabilities, those who identify as LGBTQ+, and other racial and religious minorities possess historical agency. Awareness of these perspectives assist student comprehension of the complicated nature of the American story. The story of American History is not one of inevitable progress but that of an ongoing struggle marked by improvement and regression as the nation moves toward the goal of perfecting the union.

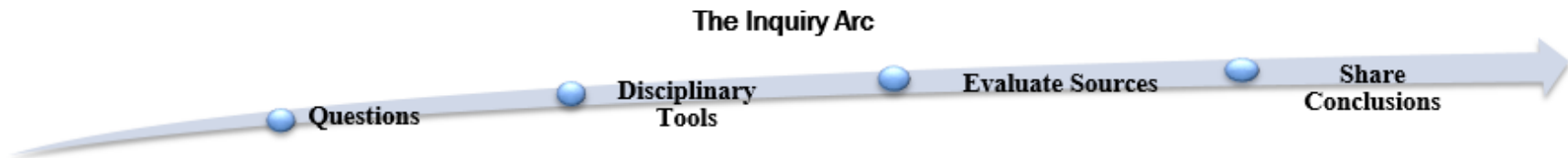


## Maryland Social Studies Standards

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

Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society..
<b>Standard 2.0 Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0 Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
<b>Standard 4.0 Economics</b>	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0 History</b>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0 Skills and Processes</b>	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

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



## Using this document:

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

### Sample Unit Template

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

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

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

## Bridge Unit from Middle School United States History: Growth of Industrial and Urban America (1877-1890)

**Unit Enduring Understanding:** Economic growth alters old means of production and replaces them with new ones.

**Unit Question:** How did economic change alter political and social relationships in the United States?

Content Topic	Essential Question	Indicator and Objectives
Industrialization	Did the benefits of post-Civil War industrialization outweigh the costs?	<p>Students will analyze the causes and consequences of industrialization in the late 19th century United States by:</p> <ul style="list-style-type: none"> <li>Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.</li> <li>Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy.</li> <li>Evaluating the impact of industrialization and laissez-faire policies on labor.</li> <li>Identifying responses to post-Civil War immigration.</li> </ul>
Westward Movement	Did American Westward Expansion challenge and promote national unity?	<p>Students will analyze the causes and consequences of westward expansion by:</p> <ul style="list-style-type: none"> <li>Describing the impact of geography and technology on the settlement of the west.</li> <li>Evaluating Native Americans' responses to western migration.</li> <li>Evaluating the impact of government actions on patterns of immigration.</li> <li>Describing the impact of geographic expansion of rights for African Americans, Chinese immigrants, and the political and legal rights of women.</li> </ul>

## Unit 1: Progressivism and Imperialism (1890-1920)

**Unit Enduring Understanding:** Expansion and innovation challenge traditional social, political, and economic patterns.

**Unit Question:** How did the American people and government respond to the domestic and foreign challenges at the turn of the century?

Content Topic	Essential Question	Indicator and Objectives
Social, Political, and Economic Reform	To what extent can individuals and groups change societies?	<p>Students will evaluate the effectiveness of the political, economic, and social reforms of the late 19th and early 20th centuries by:</p> <ul style="list-style-type: none"> <li>Explaining the impact of labor unions and strikes on labor-management relations.</li> <li>Assessing the effectiveness of the Populist Movement.</li> <li>Evaluating the impact of Progressivism on regulation of trusts and the economy, political corruption, child labor, urbanization, and management of natural resources.</li> <li>Describing the effectiveness of the NAACP's efforts to address African American inequality.</li> <li>Evaluating the transformation of executive power to address domestic changes under the presidencies of Roosevelt and Wilson.</li> </ul>
Imperialism	Was American imperialistic growth consistent with democratic ideals?	<p>Students will evaluate the significance of the United States becoming an imperialist power by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of racial, economic, political, and strategic motives for the United States becoming an imperialist power.</li> <li>Analyzing the origins and the impacts of the Spanish American War.</li> <li>Assessing the causes and consequences of American intervention/involvement in Latin America, Hawaii, the Philippines, China, and Japan.</li> </ul>

## Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)

**Unit Enduring Understanding:** Prosperity and conflict challenge accepted principles and practices.

**Unit Question:** How did progress and setbacks in foreign and domestic affairs shape the development of the modern United States, its people, and its role on the international stage?

Content Topic	Essential Question	Indicator and Objectives
The Great War at Home and Abroad	How did involvement in a global conflict change America?	<p>Students will assess how World War One promoted continuity and change in American foreign and domestic policy by:</p> <ul style="list-style-type: none"><li>Analyzing the impact of German aggression on the high seas, the Zimmerman Note on American neutrality, and entry into World War One.</li><li>Evaluating the motivations and impacts of the restrictions on civil liberties during World War One.</li><li>Determining the impact of African American migration and government mobilization programs on American preparation for World War One.</li><li>Examining the impact of World War One on the passage of the 18th and 19th Amendments.</li><li>Assessing the influence of the American military on the outcome of World War One.</li><li>Examining how the arguments for and against the Treaty of Versailles reflected the continuous debate over the appropriate level of American involvement in foreign affairs.</li><li>Assessing the impact of post war demobilization on racial tension and the Red Scare.</li></ul>

Content Topic	Essential Question	Indicator and Objectives
The 1920s	Did the 1920s preserve the past or invent the future?	<p><b>Students will analyze shifting cultural norms associated with rapid economic growth by:</b></p> <ul style="list-style-type: none"> <li>Explaining how economic policy supported innovations in science and industry and transformed production and consumption.</li> <li>Evaluating the progress and setbacks of the changing social and economic role of women.</li> <li>Assessing the impact of the Harlem Renaissance, the Great Migration, and Garveyism on the African American freedom movement.</li> <li>Analyzing how communities of color and immigrants resisted discrimination and racist policies through the formation of the League of United Latin American Citizens, decisions in <i>Ozawa v. U.S. (1922)</i>, <i>Thind v. U.S. (1923)</i>, and passage of the 1924 Indian Citizenship Act.</li> <li>Assessing how the Immigration Act of 1924, the Ku Klux Klan, Tulsa Race Riot, Alien Land Laws, and Eugenics perpetuated racism and discrimination against racial, ethnic, and religious minorities, those with disabilities, and LGBTQ+.</li> <li>Evaluating the effectiveness of Prohibition.</li> <li>Assessing the tension between fundamentalism and changing social values.</li> </ul>
The Great Depression and New Deal	Was the New Deal a good deal for all Americans?	<p><b>Students will evaluate the impact of the Great Depression on the nation by:</b></p> <ul style="list-style-type: none"> <li>Understanding the causes of the crash of 1929 and the Great Depression.</li> <li>Analyzing the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, Mexican immigrants, and other racial and ethnic minorities.</li> <li>Measuring the effect of New Deal programs on the national economy, labor unions, federalism, laissez-faire economics, the development of the social safety net, and their uneven impact on racial and ethnic minorities.</li> <li>Evaluating the short term and long-term legacy of the New Deal.</li> </ul>

Content Topic	Essential Question	Indicator and Objectives
World War Two	What is the role of the United States in world affairs in times of crisis?	<p>Students will assess the progression of the United States' involvement in world affairs by:</p> <ul style="list-style-type: none"> <li>Examining how the rise of fascism and totalitarianism, as well as European and Japanese Imperialism, and appeasement led to World War Two.</li> <li>Evaluating how the Neutrality Acts, the Lend-Lease Act, and the attack on Pearl Harbor impacted American neutrality.</li> <li>Analyzing the origins of the Holocaust and the motives, pressures, and fears that shaped the American response.</li> <li>Describing the strategies and turning points that shaped World War Two's outcomes and experiences.</li> <li>Understanding the factors that influenced the decision to employ nuclear weapons against Japan.</li> <li>Assessing the role of the United Nations, the International Monetary Fund, and World Bank in accelerating global integration and promoting peace and stability.</li> </ul>
America's Home Front During World War Two	How did World War Two impact life at home?	<p>Students will evaluate domestic changes caused by World War Two by:</p> <ul style="list-style-type: none"> <li>Determining the impact of accelerated African American migration, the Bracero Program, and government policies that facilitated mobilization in preparation for World War Two.</li> <li>Evaluating Supreme Court and executive decisions to limit civil liberties and to relocate American citizens to internment camps.</li> <li>Analyzing the social and economic consequences of the war on women, African Americans, Mexican Americans, Asian Americans, and Native Americans.</li> </ul>

### Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)

**Unit Enduring Understanding:** The interplay between foreign and domestic issues influences choices made by government and citizens.

**Unit Question:** How did foreign and domestic concerns influence American government and society in the post-World War Two era?

Content Topic	Essential Question	Indicator and Objectives
Post-War Economics	To what extent did post-war economic growth distribute benefits equitably?	<p><b>Students will analyze the factors that impacted the postwar economy by:</b></p> <ul style="list-style-type: none"> <li>Exploring how the intensification of corporate farming, the GI Bill, consumer culture, and suburbanization contributed to postwar economic growth.</li> <li>Analyzing how government-sponsored segregation in housing, redlining, and blockbusting contributed to unequal access to post-war prosperity.</li> <li>Describing the impact of the Arms and Space Race, growth of the military industrial complex on postwar economic growth and the rise of the sunbelt.</li> </ul>
The Cold War	Did global concern, self-interest, or hysteria drive U.S. Cold War foreign and domestic policy?	<p><b>Students will analyze the causes and consequences of the Cold War by:</b></p> <ul style="list-style-type: none"> <li>Evaluating the political, economic, diplomatic, and ideological causes of US-Soviet conflicts.</li> <li>Analyzing the role of alliances, military intervention, and covert action to implement containment in Europe, Asia, and Latin America.</li> <li>Describing the causes, course, and consequences of the Korean War.</li> <li>Examining the repercussions of the early Cold War on domestic politics.</li> <li>Examining the effectiveness of the Interstate Highway Defense System and nuclear drills on preparedness for nuclear conflict.</li> <li>Investigating the cause, course, and consequences of American relations with Communist Cuba.</li> </ul>



Content Topic	Essential Question	Indicator and Objectives
Freedom Movements	Were the freedom movements successful in achieving equality for Americans?	<p>Students will analyze how individuals and groups mobilized against inequalities in American society by:</p> <ul style="list-style-type: none"> <li>Assessing the short term and long-term impacts of the decisions in <i>Mendez v. Westminster</i> (1947) and <i>Brown v. Board of Education</i> (1954) in expanding educational opportunities.</li> <li>Evaluating the tools, methods, and leadership utilized by the African American Civil Rights Movement to challenge unequal access to economic opportunity, public accommodations, and political participation.</li> <li>Evaluating the impact of federal legislation, Supreme Court decisions, Constitutional Amendments, and executive orders on addressing unequal access to economic opportunity, public accommodations, and political participation.</li> <li>Analyzing the effectiveness of the tools, methods, and leadership of the Black Power Movement.</li> <li>Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration.</li> <li>Understanding the significance of the Supreme Court decisions in <i>Engle v. Vitale</i> (1962), <i>Gideon v. Wainwright</i> (1963), <i>Loving v. Virginia</i> (1967), and <i>Roe v. Wade</i> (1973).</li> <li>Explaining the origins and consequences of the post-war movement for gender equality.</li> <li>Assessing the success of the efforts of Latinx and American Indians to secure civil rights.</li> <li>Examining the short- and long-term origins and impacts of the Gay Liberation Movement.</li> <li>Examining the methods used by state and local governments to resist social justice reforms.</li> </ul>

Content Topic	Essential Question	Indicator and Objectives
Vietnam	How significantly was the United States transformed by the Vietnam War?	<p>Students will analyze the United States' involvement in Vietnam from 1954 to 1973 by:</p> <ul style="list-style-type: none"> <li>• Analyzing the evolution, strategies, and turning points of the United States' involvement in Vietnam.</li> <li>• Evaluating the origins, arguments, methods, and impacts of the anti-war movement.</li> <li>• Examining the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.</li> <li>• Assessing the factors that contributed to American defeat in Vietnam.</li> <li>• Analyzing how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.</li> </ul>

## Unit 4: Economic, Political, and Social Reorganization (1974-1992)

**Unit Enduring Understanding:** The United States' political, social, and economic identity was reshaped by transformations in foreign and domestic affairs.

**Unit Question:** How did perceptions regarding the limits of American power lead to social, political, and economic restructuring?

Content Topic	Essential Question	Indicator and Objectives
Deindustrialization	How significantly did the 1970s redefine the American economy?	<p>Students will analyze the consequences of economic shifts by:</p> <ul style="list-style-type: none"> <li>Describing the impact of stagflation, deficit spending, and the energy crisis on the American economy.</li> <li>Assessing the causes and impacts of deindustrialization, urban decline, and migration to the Sunbelt.</li> <li>Evaluating the origins and governmental responses to environmental issues.</li> <li>Evaluating the factors that led to a decrease in public confidence and trust in government's ability to solve social and economic problems.</li> </ul>
Expansion of the Rights Revolution	How effective is the federal government in promoting equitable opportunities for all?	<p>Students will evaluate the progress made toward equality by:</p> <ul style="list-style-type: none"> <li>Analyzing how the post 1965 shifts in immigration patterns affected public policy.</li> <li>Assessing the evolution of Supreme Court opinions on Affirmative Action policies in higher education, public school placement, and government hiring.</li> <li>Understanding how <i>Swann v. Charlotte-Mecklenburg Board of Education</i> (1971), and <i>Milliken v. Bradley</i> (1974) affected the implementation of school integration.</li> <li>Evaluating the motivations and strategies leaders used to achieve the extension of rights to those with disabilities, and the impact of the 1968 Architectural Act, Section 504 of the Rehabilitation Act of 1973, and 1975 Education for All Handicapped Children Act.</li> </ul>

Content Topic	Essential Question	Indicator and Objectives
Shifting International Relationships	To what extent did the Cold War drive American Foreign Policy Actions?	<p>Students will analyze how the United States prioritized key foreign policy goals during the Cold War by:</p> <ul style="list-style-type: none"> <li>Assessing the role of covert action, military aid, and diplomacy in US-Latin American relations.</li> <li>Explaining the influence of detente, arms reduction, espionage, and changing relations with China on Cold War tensions.</li> <li>Analyzing how energy dependence, the Israeli-Palestinian conflict, and the Iranian Revolution impacted United States foreign policy.</li> <li>Evaluating the causes and consequences of the American response to the Soviet invasion of Afghanistan.</li> </ul>
The Reagan Revolution	How did the rise of Conservatism and the New Right influence the American approach to domestic policy?	<p><b>Students will analyze how the rise of conservatism influenced domestic policy by:</b></p> <ul style="list-style-type: none"> <li>Evaluating how tax revolts, opposition to abortion and feminism, and the influence of religious leaders contributed to the rise of the New Right.</li> <li>Measuring the influence of supply side economic policy on the national economy, deficit spending, federalism, economic inequality, labor unions, and public perceptions of the role of government.</li> <li><b>Analyzing the origins and impact of the “War on Drugs” on policing and mass incarceration.</b></li> <li>Evaluating the short and long-term impacts of the passage of the American with Disabilities Act of 1990.</li> </ul>
The End of the Cold War	To what extent did the end of the Cold War transform America’s role in the world?	<p>Students will evaluate how the end of the Cold War altered the course of American foreign policy by:</p> <ul style="list-style-type: none"> <li>Evaluating the relationship among American intervention in El Salvador, Nicaragua, and Guatemala on the Iran-Contra Investigation.</li> <li>Assessing how American diplomacy, treaties, and leadership contributed to the end of the Cold War.</li> <li>Explaining the causes and consequences of the American response to the Iraqi invasion of Kuwait.</li> </ul>

Content Topic	Essential Question	Indicator and Objectives
		<ul style="list-style-type: none"><li>● Determining how the end of the Cold War changed the goals, frequency, and purpose of American foreign policy interventions.</li></ul>

## Unit 5: Globalization, Terrorism, and Political Polarization (1992–present)

**Unit Enduring Understanding:** Globalization, political polarization, and terrorism challenged the Cold War models of foreign and domestic policy.

**Unit Question:** How did shifts in domestic politics, international trade, communication, and security transform America?

Content Topic	Essential Question	Indicator and Objectives
Globalization	Is globalization good for the United States?	<p>Students will evaluate economic changes associated with globalization by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of free trade agreements, deregulation of financial markets, and the computer revolution in the economic surge of the 1990s.</li> <li>Assessing how income disparities, wage stagnation, outsourcing, robotic automation, and the rise of a service-based economy impact American workers.</li> <li>Analyzing how advancements in communication technologies and the Internet transformed America’s economy, social behavior, and political behavior.</li> </ul>
Political Polarization	How do conflicting perspectives lead to polarization and alter the debates over public policy?	<p>Students will analyze how political polarization altered the debates over public policy by:</p> <ul style="list-style-type: none"> <li>Assessing how the rise of alternative media, religious diversity, demographic changes, residential homogeneity, the increasing role of money in politics, and gerrymandering increased political polarization in the United States.</li> <li>Examining American policy on global climate change.</li> <li>Evaluating the progress of historically marginalized groups including women, African Americans, Muslim Americans, and immigrants.</li> <li>Assessing the significant turning points and leaders in the fight for LGBTQ+ rights from the 1970s through the decision in <i>Obergefell v. Hodges</i> (2015) and beyond.</li> </ul>

Content Topic	Essential Question	Indicator and Objectives
		<ul style="list-style-type: none"> <li>Examining the impact of the attack at Columbine High School and the decision in <i>District of Columbia v. Heller</i> (2008) on the ongoing debate over the 2nd Amendment.</li> <li>Assessing the impact of the Supreme Court decisions on balancing the level of government intervention: abortion - <i>Planned Parenthood v. Casey</i> (1992), federalism - <i>U.S. v. Lopez</i> (1995), and political speech - <i>Citizens United v. FEC</i> (2010).</li> <li>Evaluating the impact of increasing political polarization on the Welfare Reform Act of 1996, the impeachment and trial of President Bill Clinton, and the 2000 presidential election.</li> <li>Tracing efforts to develop a comprehensive immigration policy from the administrations of President Reagan, President George W. Bush, President Obama, and President Trump.</li> <li>Assessing the domestic and foreign policy effectiveness of the War on Drugs and its impact on debates over legalization, decriminalization, and prison reform.</li> </ul>
Domestic and Foreign Terrorism	How effective has the response of the United States been to Domestic and Foreign Terrorism?	<p>Students will evaluate the political, social, and economic impacts of domestic and foreign terrorism on the United States by:</p> <ul style="list-style-type: none"> <li>Identifying the motivations for, and assessing the federal response to, instances of domestic terrorism.</li> <li>Tracing the origins, motivations, and instances of non-state aligned terrorism directed at the United States.</li> <li>Evaluating how governmental reactions to attacks of September 11, 2001 challenged the balance between safety and freedom.</li> <li>Evaluating the causes, course, and consequences of the War on Terror in Afghanistan and Iraq.</li> <li>Critiquing how cyberwarfare has influenced American foreign policy, elections, and commerce.</li> </ul>

# Modern World History Framework

Modern World History focuses on developing students' understanding of world history from approximately 1300 to the present. In world history students interpret evidence and identify significant trends in order to understand major developments across the globe. Students will explore how humans have thought, behaved and interacted across the ages in order to develop an understanding of global patterns of change and continuity. Students of world history study specific people, events, and ideas by situating them in global, interregional, and regional contexts. Organizationally, world history requires students to shift between global, interregional, and regional spatial scales in order to emphasize interactions between different scales of historical study and to identify connections across time and geography. The spatial scales incorporated in this framework are:

- **Global Focus:** Concentrates on large-scale patterns occurring in several areas of the globe.
- **Interregional Focus:** Concentration on patterns and comparisons linking multiple regions across geography within a particular era.
- **Regional Focus:** Concentration on local, state, national or regional events within a particular era with significance to global and/or interregional events.

Student investigation of world history is further structured by the use of overarching historical themes that link the four units of the course. While examining content, students are tracing:

- Interaction between humans and the environment;
- Development and interactions of cultures;
- State building, expansion and conflict;
- Creation, expansion and interaction of economic systems; and
- Development and transformation of social structures.

To assist students in acquiring these skills, the content of the course is arranged around five of the six state social studies standards:

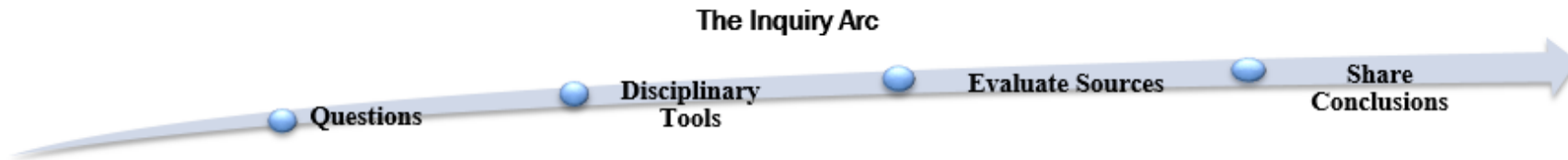
Standard	Description of Standard
<b>Standard 1.0 Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the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



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

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



# Modern World History Framework

## Using this document:

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

## Sample Unit Template

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

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

Spatial Levels	Historical Concepts
World history requires students to shift between global, interregional, and regional spatial scales in order to emphasize interactions between different scales of historical study and to identify connections across time and geography.	Historical Concepts enable students to link the four units of the course. While examining content, students are tracing five concepts to understand how they change over time.

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

## Collapse and Expansion (1300-1750)

# Modern World History Framework

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** The loss of stability creates opportunities for new social, political, and economic organizations.

**Unit Question:** How did the loss of the stability generated by the Mongol Empire lead to changes in regional powers?

Spatial Levels	Historical Concepts
<ul style="list-style-type: none"> <li><b>Global Focus:</b> Concentrates on large-scale patterns occurring in several areas of the globe.</li> <li><b>Interregional Focus:</b> Concentrates on interregional patterns and comparisons across space within a particular era with significance to global events.</li> <li><b>Regional Focus:</b> Concentrates on local, national or regional events within a particular era with significance to global and/or interregional events.</li> </ul>	<ol style="list-style-type: none"> <li>Interaction between humans and the environment.</li> <li>Development and interaction of cultures.</li> <li>State building, expansion and conflict.</li> <li>Creation, expansion and interaction of economic systems.</li> <li>Development and transformation of social structures.</li> </ol>

Content Topic	Essential Question	Indicator and Objectives
Collapse and Renewal of Regional Empires	How is power lost and gained?	<p><b>Students will evaluate the regional reactions to the collapse of the interregional stability by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the interregional impacts of the bubonic plague and the collapse of the Mongol Empire (2, 3).</li> <li>Summarizing the achievements of the Ottoman Empire (2, 3, and 5).</li> <li><b>Explaining the causes and effects of Islamic expansion and Eurasian trade routes on political and cultural life in West African Kingdoms (1, 2, 3, 4,).</b></li> <li>Examining the factors that led to the rise and collapse of Ming China (2, 3, and 4).</li> <li>Assessing the causes and effects of the Mughal Empire on India (2, 3, and 4).</li> <li>Evaluating the impact of technology, the Renaissance, and the Reformation on the stability of Western Europe (2, 3, 4, and 5).</li> </ul>
Exploration Colonization	How does the interaction of cultures and people lead to conflict and change?	Students will analyze the regional origins and global consequences of overseas expansion in the 15 <sup>th</sup> , 16 <sup>th</sup> , and 17 <sup>th</sup> centuries by:

# Modern World History Framework

Content Topic	Essential Question	Indicator and Objectives
and Global Interaction		<ul style="list-style-type: none"> <li>Explaining the causes and consequences of European (Portuguese, Dutch, Spanish, English and French) exploration and colonization of the Americas <b>(1, 2, 3, 4, and 5)</b>.</li> <li>Assessing the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected Europe, Asia, Africa, and the indigenous peoples of the Americas <b>(1, 2, 3, 4, and 5)</b>.</li> <li>Explaining how plantation production of sugar and tobacco and the mining of silver in the Americas impacted the economies of Europe, South America, and East Asia and global labor systems <b>(1, 2, 3, 4 and 5)</b>.</li> </ul>

# Modern World History Framework

## Revolutions and their Consequences (1750-1890)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Enduring Understanding:** Political and economic revolutions cause regional and global change.

**Question:** How did political and economic revolutions in Western Europe lead to imperialism and the rise of nationalism throughout the world?

Spatial Levels	Historical Concepts
<ul style="list-style-type: none"> <li><b>Global Focus:</b> Concentrates on large-scale patterns occurring in several areas of the globe.</li> <li><b>Interregional Focus:</b> Concentrates on interregional patterns and comparisons across space within a particular era with significance to global events.</li> <li><b>Regional Focus:</b> Concentrates on local, national or regional events within a particular era with significance to global and/or interregional events.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interaction between humans and the environment.</li> <li>2. Development and interaction of cultures.</li> <li>3. State building, expansion and conflict.</li> <li>4. Creation, expansion and interaction of economic systems.</li> <li>5. Development and transformation of social structures.</li> </ol>

Content Topic	Essential Question	Indicator and Objectives
Democratic Revolutions	How difficult is it to overthrow an established idea or system?	<p><b>Students will analyze how the interregional spread of political ideas such as self-government and liberty in Europe and America served as a catalyst for global changes by:</b></p> <ul style="list-style-type: none"> <li>Explaining how the English Civil War and the Revolution of 1688 affected government, religion, economy, and society in Britain as well as the American colonies (3, 5).</li> <li>Comparing the causes, character, and consequences of the American and French Revolutions (3, 5).</li> <li><b>Evaluating the impact of the end of the trans-Atlantic trade of enslaved persons on Africa, the Americas, and Europe (2, 3, 4, and 5).</b></li> </ul> <p><b>Students will assess the global impact of democracy on the regional creation of nation-states in the Americas by:</b></p> <ul style="list-style-type: none"> <li>Analyzing how democratic ideals led to revolutions in Haiti, Mexico, and throughout South America (3, 5).</li> </ul>

# Modern World History Framework

Content Topic	Essential Question	Indicator and Objectives
		<ul style="list-style-type: none"> <li>Assessing the successes and failures of democracy in Latin American countries following independence (2, 3, 4, and 5).</li> </ul>
Industrialization and its impacts	Why do some nations industrialize and others not?	<p><b>Students will analyze the regional causes and interregional growth of Industrialization by:</b></p> <ul style="list-style-type: none"> <li>Analyzing how scientific and technological advancements in communication, transportation, and agriculture led to the early Industrial Revolution in England (1, 4).</li> <li>Examining how the factory system and capitalism changed economic relationships (4).</li> <li>Comparing the internal and external geographic, economic, technological, energy and political factors that resulted in industrialization in Western European countries and the United States with those of Russia and Japan (1, 3, and 4).</li> </ul> <p><b>Students will identify the immediate and long term regional, interregional, and global effects of Industrialization by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the impacts of Socialist and Marxist beliefs and programs on politics, industry, and labor relations in late 19th century Europe (4, 5).</li> <li>Explaining how industrialization led to demographic changes, migration, urbanization, disease, pollution, women's suffrage, and the emergence of new social classes (1, 5).</li> <li>Analyzing the causes of the economic gap between industrialized and non-industrialized countries and regions by comparing the positions of Britain, China, the African continent, and India at the end of the 19<sup>th</sup> Century (3, 4).</li> </ul>
Imperialism	Was imperialism mutually beneficial?	<p><b>Students will analyze how and why regional industrialized nations were able to create global imperial empires by:</b></p> <ul style="list-style-type: none"> <li>Explaining how the need for raw materials, new markets, and cheap labor led to imperialism in Africa and Asia (1, 3, and 4).</li> <li>Analyzing how Social Darwinism and scientific racism were used to justify western imperialism throughout the non-western world (2, 3, 4, and 5).</li> <li>Examining how warfare, technology, and/or diplomacy were employed by industrialized nations to establish and strengthen control over colonial possessions (3, 4).</li> <li>Examining the influence of European ideology, culture, and religious norms on the creation of new political relationships, national identities, and social systems on the peoples of Africa, India, and China (1, 2, and 5).</li> <li>Explaining the impact of the Berlin Conference on the political geography of Africa (2, 3, and 4).</li> </ul>

# Modern World History Framework

Content Topic	Essential Question	Indicator and Objectives
		<p><b>Students will analyze the origin and effectiveness of regional resistance movements in India, Africa, and Asia by:</b></p> <ul style="list-style-type: none"> <li>Assessing the social, economic, and intellectual origins and significant events that led to the development of Indian Nationalism (3, 5).</li> <li>Comparing the methods and effectiveness of military, political, and religious resistance movements in German Southwest Africa/Tanganyika, Samori Ture in French West Africa/Guinea, Asante in Gold Coast/Ghana, and Menelik II in Ethiopia (2, 3, and 4).</li> <li>Examining the creation of, and relationships among, those within the South African caste system (2, 3, 4, and 5).</li> <li>Analyzing how and why Qing/Manchu China resisted industrialization and trade with Europe and the effectiveness of the Taiping Uprising and the Boxer Rebellion in resisting economic imperialism (3, 4, 5).</li> </ul> <p><b>Students will compare how regional powers attempted to meet the challenges of modernization and interregional territorial expansion by:</b></p> <ul style="list-style-type: none"> <li>Assessing the causes and impacts of the Tanzimat Reformers on the Ottoman Empire (3, 4).</li> <li>Analyzing the internal and external factors impacting Russian modernization and growth as an imperial power (3, 4, and 5).</li> <li>Evaluating the how rapid economic growth and policies of the Meiji state influenced Japanese imperial and colonial expansion (1, 2, 3, 4 and 5).</li> </ul>
Rise of Nationalism	What unites people into a nation?	<p><b>Students will analyze the regional causes and interregional and global impacts of nationalism during the 18th and 19th centuries by:</b></p> <ul style="list-style-type: none"> <li>Evaluating the impact of nationalism on the development of Western (Germany, Italy) and non-Western (China, India, Egypt, Mexico, or Argentina) nations (3, 4).</li> <li>Analyzing how nationalism was a source of tension and conflict in places such as the Ottoman Empire (2, 3, and 5).</li> </ul>

## Crisis and Global Acceleration (1890-1994)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics

# Modern World History Framework

Standard 5.0 History  
Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Accelerated changes in how nations interacted led to global competitions and conflicts from 1890-1994.

**Unit Question:** How did accelerated competition lead to global conflicts?

Spatial Levels	Historical Concepts
<ul style="list-style-type: none"> <li><b>Global Focus:</b> Concentrates on large-scale patterns occurring in several areas of the globe.</li> <li><b>Interregional Focus:</b> Concentrates on interregional patterns and comparisons across space within a particular era with significance to global events.</li> <li><b>Regional Focus:</b> Concentrates on local, national or regional events within a particular era with significance to global and/or interregional events.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interaction between humans and the environment.</li> <li>2. Development and interaction of cultures.</li> <li>3. State building, expansion and conflict.</li> <li>4. Creation, expansion and interaction of economic systems.</li> <li>5. Development and transformation of social structures.</li> </ol>

Content Topic	Essential Question	Indicator and Objectives
World War One	Is war inevitable?	<p><b>Students will analyze how regional tensions and interregional competition led to World War One by:</b></p> <ul style="list-style-type: none"> <li>Evaluating how growing tensions among rival European states and empires, compounded by nationalism, militarism, imperial competition, and alliance systems led to the outbreak of war (2, 3).</li> </ul> <p><b>Students will describe the global scope and human costs of World War One by:</b></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of the major strategies and turning points of the war (1, 3).</li> <li>Analyzing how scientific and technological inventions impacted civilian populations and military personnel (1, 3).</li> <li>Analyzing the effect of media to promote ideologies through propaganda on the war (3).</li> <li>Evaluating the contributions to, and impact of World War I on, colonial peoples in South Asia, Africa, and the Middle East (3).</li> <li>Evaluating the experience of the Armenian people within the Ottoman Empire (2, 3).</li> <li>Assessing the global effects of the influenza pandemic (1).</li> <li>Explaining the domestic and international causes of the Russian Revolutions and its impact on World War One (3, 4, and 5).</li> </ul> <p><b>Students will assess the regional, interregional, and global consequences of World War One by:</b></p>



# Modern World History Framework

		<ul style="list-style-type: none"> <li>Assessing the effectiveness of the Treaty of Versailles, the League of Nations, and reparations on the balance of power in and geography of Europe (3, 4).</li> <li>Explaining how the collapse of the German, Austrian, Russian, and Ottoman empires led to the eventual creation of new states in Europe and the Middle East. (1, 2, 3, and 4).</li> <li>Explaining how the mandate system altered patterns of European colonial rule in Africa and the Middle East and led to the rise of pan-Arabism and pan-Africanism and other nationalist struggles for independence.</li> <li>Assessing the impact of World War One on the women's suffrage movement worldwide (2, 5).</li> </ul>
The Interwar Period	How does economic decline impact political power?	<p><b>Students will describe the global causes and consequences of the Great Depression by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the political and economic causes of the Depression (4).</li> <li>Comparing the impact of the Depression on the economies and societies in different countries, including its impact on colonial peoples of Africa and Asia (4, 5).</li> <li>Evaluating the global growth of nationalist and independence movements in Africa, Asia, Middle East, and Latin America including Sub-Saharan Africa, Indian Nationalism and independence, Pan Arabism/Arab Nationalism, and Mexican Indigenous movements (3, 4).</li> </ul>
World War II	Is war inevitable?	<p><b>Students will analyze how regional tensions and interregional competition led to World War Two by:</b></p> <ul style="list-style-type: none"> <li>Explaining the rise of authoritarian leaders and how they utilized technology and propaganda to seize power in Italy, Germany, Spain, the Soviet Union, and Japan (3, 4, and 5).</li> <li>Examining how the quest for territory and Western appeasement led to the expansion of German, Italian, and Japanese power (3, 4).</li> </ul> <p><b>Students will analyze the global scope and human costs of World War Two by:</b></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of the political leadership, major strategies, and turning points of the war (1, 3).</li> <li>Comparing how scientific and technological innovations impacted civilians on the home front and military personnel on the battlefield in Great Britain, Europe, the Soviet Union, and Japan (1, 3).</li> <li>Analyzing the contributions to and impact of World War Two on colonial peoples in South Asia, Africa, the Middle East, and the Caribbean (2, 4, and 5).</li> <li>Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two (2, 3, and 5).</li> <li>Evaluating the cause, course, and consequences of the Holocaust (2, 3).</li> </ul> <p><b>Students will assess the regional, interregional and global consequences of World War Two by:</b></p>

# Modern World History Framework

		<ul style="list-style-type: none"> <li>Identifying how global networks were accelerated by the creation of the United Nations (UN), International Monetary Fund (IMF), and World Bank (4).</li> <li>Assessing the impact of World War Two on the formation of new states such as Israel, and the continued development of national identities in India, China, and the Pan African movement (3).</li> </ul>
The Cold War	How do nations seek security in times of global tension?	<p><b>Students will analyze the regional and interregional causes of the Cold War by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the political, economic, and ideological factors that led to the Cold War (3, 4).</li> <li>Describing the reactions of the Soviet Union to the tools of the Western policy of Containment (3, 4).</li> <li>Analyzing the causes, leadership, events, and consequences of the Chinese Communist Revolution (3, 4, and 5).</li> </ul> <p><b>Students will examine the regional causes of post-World War II independence movements by:</b></p> <ul style="list-style-type: none"> <li>Analyzing how Mohandas Gandhi in India, Ho Chi Minh in Vietnam, Jomo Kenyatta in Kenya, Kwame Nkrumah in Ghana, and Ahmed been Bella in Algeria achieved colonial independence (3, 4, and 5).</li> </ul> <p><b>Students will compare the regional and interregional conflicts that accelerated the Cold War by:</b></p> <ul style="list-style-type: none"> <li>Explaining how Soviet and American relations influenced indirect conflicts in Asia, Africa, and the Americas (3, 4).</li> <li>Comparing resistance movements in Eastern Europe, Taiwan, India, and Pakistan (3, 4, and 5).</li> <li>Analyzing how the Great Leap Forward, the Cultural Revolution, and Tiananmen Square impacted the course of Chinese domestic and foreign policy (3, 4, and 5).</li> </ul> <p><b>Students will analyze the regional and interregional factors that contributed to the end of the Cold War by:</b></p> <ul style="list-style-type: none"> <li>Examining how the internal policies of Mikhail Gorbachev, leadership, revolt, and economic decline in Eastern Europe, and political and economic pressure from Western powers contributed to the decline of the Soviet Union (3, 4, and 5).</li> </ul>

# Modern World History Framework

## Globalization (1970-Present)

Standard 1.0 Civics  
 Standard 2.0 Peoples of the Nations and World  
 Standard 3.0 Geography  
 Standard 4.0 Economics  
 Standard 5.0 History  
 Standard 6.0 Skills and Processes

**Unit Enduring Understanding:** Increasing global interconnectedness alters political, economic, and cultural relationships by creating new opportunities and challenges.

**Unit Question:** How does significant global interconnectedness alter political, economic, and cultural relationships?

Spatial Levels	Historical Concepts
<ul style="list-style-type: none"> <li><b>Global Focus:</b> Concentrates on large-scale patterns occurring in several areas of the globe.</li> <li><b>Interregional Focus:</b> Concentrates on interregional patterns and comparisons across space within a particular era with significance to global events.</li> <li><b>Regional Focus:</b> Concentrates on local, national or regional events within a particular era with significance to global and/or interregional events.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interaction between humans and the environment.</li> <li>2. Development and interaction of cultures.</li> <li>3. State building, expansion and conflict.</li> <li>4. Creation, expansion and interaction of economic systems.</li> <li>5. Development and transformation of social structures.</li> </ol>

Content Topic	Essential Question	Indicator and Objectives
Global Economic Interdependence	Is globalization a net positive?	<p>Students will evaluate the regional and interregional forces that facilitated the growth of a globally interconnected world by:</p> <ul style="list-style-type: none"> <li>• Explaining how the end of the Cold War and the post-Mao liberalization of the Chinese economy removed barriers to globalization (4).</li> <li>• Analyzing the relationship between globalization and the growth of multinational corporations (4).</li> <li>• Evaluating the impact of the European Union (EU), North American Free Trade Agreement (NAFTA), Association of South East Asian Nations (ASEAN), the World Trade Organization (WTO), the International Monetary Fund (IMF), and the World Bank on trade and regional development, and global economic interdependence (4).</li> <li>• Assessing the impact of digital communication and industrial technologies (outsourcing, containerization, global banking, and automation) on regional and global labor markets (4).</li> </ul>

# Modern World History Framework

Content Topic	Essential Question	Indicator and Objectives
		<p><b>Students will analyze the relationship between globalization, human migration, and the environment by:</b></p> <ul style="list-style-type: none"> <li>Comparing how globalization contributed to urbanization, population changes, and regional migration in the developing and the developed world (1, 4, and 5).</li> <li>Analyzing how globalization challenged and reinforced local traditions regarding class, race, and gender roles (2, 5).</li> <li>Evaluating how new communications technologies globalized popular and consumer culture (2, 4, and 5).</li> <li>Analyzing the impact of population density and global travel on the spread of, and responses to, diseases (1, 2, and 4).</li> <li>Comparing regional, interregional, and global efforts to address resource scarcity, access to clean water, deforestation, global warming, and sustainable sources of energy (1, 4).</li> </ul>
Growth of Democracy and Human Rights	Is democracy right for everyone?	<p><b>Students will trace the development of democracy and human rights throughout the world by:</b></p> <ul style="list-style-type: none"> <li>Analyzing how people have sought to gain access to democracy and human rights in Argentina, Guatemala, and Nicaragua (2, 3, and 5).</li> <li>Describing the factors that led to the end of Apartheid (5).</li> <li>Examining the political, social, and economic factors that promoted and impeded the development of democracy in Egypt, Iraq, and Iran. (3, 5).</li> <li>Evaluate the impact of self-rule in post-Colonial Africa (1, 3, 4, and 5).</li> </ul> <p><b>Students will examine the global responses to address regional conflicts during the second half of the 20th century and the first decade of the 21st century by:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting the causes and consequences of genocides and ethnic cleansings in South East Asia, Africa, and the Middle East (3, 4, and 5).</li> <li>Examining the role of the World Court, the United Nations and Non-Governmental Organizations (Red Cross, Doctors without Borders, UNICEF) in responding to conflicts in Africa, Eastern Europe, and Southeast Asia (3, 4, and 5).</li> </ul> <p><b>Students will assess the impacts of non-state violence against civilian populations for political reasons and its impact on regional and global stability by:</b></p> <ul style="list-style-type: none"> <li>Comparing the outcomes of non-state aligned violence as a tool for political change in Northern Ireland, Spain, Russia, the Middle East, and Peru (3, 4, and 5).</li> </ul>

# Modern World History Framework

Content Topic	Essential Question	Indicator and Objectives
		<ul style="list-style-type: none"><li>Examining the range of responses to non-state aligned violence in Europe, Southeast Asia, and the Middle East (3, 4, and 5).</li></ul>