

Standards		Weekly Issues
<b>Civics</b>		
<b>SS.PreK.1.1</b>	Students will examine the concept of freedom by: defining freedom as being able to choose what your life looks like without interference from others.	Week 2: All About Me Week 3: Feelings Week 23: Symbols of Unity
<b>SS.PreK.1.2</b>	Students will examine the concept of freedom by: defining equality as the same freedoms that are held by all people.	Week 4: Family and Friends Week 23: Symbols of Unity
<b>SS.PreK.1.3</b>	Students will examine the role of conflict and compromise by: identifying school or community conflicts that require working with groups to resolve.	Week 1: School Rules/ Manners Week 3: Feelings Week 8: Staying Safe
<b>SS.PreK.1.4</b>	Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinion in a democratic society can complicate conflict resolution.	Week 4: Family and Friends
<b>SS.PreK.1.5</b>	Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.	Week 1: School Rules/ Manners Week 19: All Together Now
<b>SS.PreK.1.6</b>	Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.	Week 1: School Rules/ Manners
<b>SS.PreK.1.7</b>	Students will analyze the how groups and people in authority use rules to promote the common good by: explaining that rules serve to support order and protect individual rights.	Week 1: School Rules/ Manners Week 3: Feelings Week 6: Workers and Helpers Week 19: All Together Now Week 25: Solving Problems
<b>SS.PreK.1.8</b>	Students will analyze the how groups and people in authority use rules to promote the common good by: comparing rules at home, school, and community.	Week 1: School Rules/ Manners Week 4: Family and Friends Week 6: Workers and Helpers
<b>SS.PreK.1.9</b>	Students will analyze the how groups and people in authority use rules to promote the common good by: explaining why rules are different based on location.	Week 4: Family and Friends Week 6: Workers and Helpers

Standards		Weekly Issues
<b>SS.PreK.1.10</b>	Students will analyze the how groups and people in authority use rules to promote the common good by: evaluating classroom rules for their ability to promote freedom and equality.	Week 1: School Rules/ Manners Week 19: All Together Now
<b>Geography</b>		
<b>SS.PreK.2.1</b>	Students will explain what makes their school special using geographic terms by: identifying important objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.	Week 9: Maps Week 10: Land and Water
<b>SS.PreK.2.2</b>	Students will explain what makes their school special using geographic terms by: describing the location of the school in relationship to other locations near and far away.	Week 9: Maps Week 10: Land and Water
<b>SS.PreK.2.3</b>	Students will analyze the unique human and environmental interactions in their school community by: identifying ways that people in Maryland adapt to their environment including wearing different types of clothing throughout the year in their school.	Week 10: Land and Water Week 15: Weather and Seasons Week 16: Wintertime
<b>SS.PreK.2.4</b>	Students will analyze the unique human and environmental interactions in their school community by: 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.	Week 9: Maps
<b>SS.PreK.2.5</b>	Students will describe how transportation and communication link people and places by: explaining how transportation is used to move people from place to place.	Week 22: Going Places
<b>SS.PreK.2.6</b>	Students will describe how transportation and communication link people and places by: identifying means of transportation available both in their community and beyond.	Week 22: Going Places
<b>Economics</b>		
<b>SS.PreK.3.1</b>	Students will analyze the role of scarcity in their lives by: explaining why people can't have everything they want using classroom and school examples.	Week 30: Making, Buying, and Selling

Standards		Weekly Issues
<b>SS.PreK.3.2</b>	Students will analyze decision making by: determining that people make choices because of limited resources.	Week 7: Staying Healthy Week 30: Making, Buying, and Selling
<b>SS.PreK.3.3</b>	Students will analyze trade by: identifying barter as a form of trade.	Week 30: Making, Buying, and Selling
<b>SS.PreK.3.4</b>	Students will analyze trade by: explaining that people benefit when they trade voluntarily.	Week 30: Making, Buying, and Selling
<b>SS.PreK.3.5</b>	Students will analyze trade by: describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.	Week 30: Making, Buying, and Selling
<b>SS.PreK.3.6</b>	Students will analyze choices made regarding career paths by: identifying jobs and careers in their community.	Week 6: Workers and Helpers
<b>SS.PreK.3.7</b>	Students will analyze choices made regarding career paths by: identifying the personal characteristics and interests that are needed for certain jobs and careers.	Week 6: Workers and Helpers
<b>History</b>		
<b>SS.PreK.4.1</b>	Students will analyze change over time by: defining a historian as someone who learns about the past.	Week 21: Past, Present, and Future
<b>SS.PreK.4.2</b>	Students will analyze change over time by: applying chronology to daily and weekly schedules.	Week 21: Past, Present, and Future
<b>SS.PreK.4.3</b>	Students will utilize the tools of the historian by: explaining how photographs help raise questions about the past and show what happened in an event.	Week 21: Past, Present, and Future
<b>SS.PreK.4.4</b>	Students will utilize the tools of the historian by: analyzing photographs of familiar objects like toys and technology from the past.	Week 21: Past, Present, and Future Week 26: A World of Things

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<b>(C) Civics</b>		
<b>(C) 1.1</b>	<p><b>Students will examine the concept of freedom by:</b></p> <ul style="list-style-type: none"> <li>a. defining freedom as being able to choose what your life looks like without interference from others.</li> <li>b. defining equality as the same freedoms that are held by all people.</li> <li>c. defining equity as people having what they need to be successful regardless of their identities.</li> <li>d. 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>Week 6: Important Documents            Week 7: Learning and Working Together            Week 8: Citizens            Week 9: Characteristics of Responsible Citizens            Week 10: Patriotism            Week 11: National Symbols            Week 12: National Patriotic Holidays            Week 28: Holidays Around the World</p>
<b>(C) 1.2</b>	<p><b>Students will examine the role of compromise by:</b></p> <ul style="list-style-type: none"> <li>a. identifying school or community conflicts that require working with groups to resolve.</li> <li>b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</li> <li>c. identifying that in the United States, individuals and groups have the ability to address problems in their community.</li> <li>d. explaining that individuals and people in authority compromise whenever possible to resolve conflict.</li> <li>e. exploring how compromise is used in civic life at home, school and community.</li> <li>f. creating an action plan for how compromise could address a school conflict.</li> </ul>	<p>Week 1: I Am a Member of a Community            Week 2: Authority Figures            Week 4: What Are Laws?            Week 5: Government            Week 7: Learning and Working Together</p>
<b>(C) 1.3</b>	<p><b>Students will analyze the purpose of rules by:</b></p> <ul style="list-style-type: none"> <li>a. explaining that rules serve to support order and protect individual rights.</li> <li>b. comparing rules at home, school and community.</li> <li>c. explaining why rules are different based on location.</li> <li>d. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice.</li> <li>e. creating a list of rules to support a just classroom.</li> <li>f. evaluating classroom rules for their ability to promote freedom, equality and equity</li> </ul>	<p>Week 3: What Are Rules?            Week 7: Learning and Working Together</p>
<b>(G) Geography</b>		
<b>(G) 2.1</b>	<p><b>Students will be able to explain how location makes their community special by:</b></p> <ul style="list-style-type: none"> <li>a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</li> <li>b. describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>c. identifying continents and oceans near and far from Maryland</li> </ul>	<p>Week 13: Map Skills            Week 14: Location            Week 15: Finding Places Around Me            Week 16: Physical Characteristics of a Place            Week 19: My Place on the Map</p>

Standards		Weekly Issues
	<p>on maps and on a globe.</p> <p><b>d.</b> locating key physical features and human- made features in their school community using maps and other geographic tools.</p> <p><b>e.</b> describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west).</p> <p><b>f.</b> drawing the school’s community using bird’s eye view that includes important landmarks in a school or community.</p>	
<b>(G) 2.2</b>	<p><b>Students will analyze the human and environmental interactions in their school community by:</b></p> <p><b>a.</b> contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</p> <p><b>b.</b> describing why and how people in Maryland protect the environment.</p> <p><b>c.</b> explaining how people adapt to changes in the environment.</p>	<p>Week 17: Weather</p> <p>Week 18: Human Characteristics of a Place</p>
<b>(G) 2.3</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <p><b>a.</b> explaining how transportation links goods and people both near and far.</p> <p><b>b.</b> explaining how communication links people to ideas both near and far.</p> <p><b>c.</b> identifying goods and ideas that make their community special and come from both near and far.</p>	<p>Week 18: Human Characteristics of a Place</p> <p>Week 26: Transportation Over Time</p> <p>Week 27: Culture</p>
<b>(E) Economics</b>		
<b>(E) 3.1</b>	<p><b>Students will analyze the role of scarcity in their lives by:</b></p> <p><b>a.</b> explaining why people can’t have everything they want using classroom and school examples.</p> <p><b>b.</b> identifying natural and human productive resources in schools.</p> <p><b>c.</b> explaining why natural and human productive resources are limited in schools.</p>	<p>Week 29: Needs and Wants</p>
<b>(E) 3.2</b>	<p><b>Students will analyze decision making by:</b></p> <p><b>a.</b> determining that people make choices because of limited resources.</p> <p><b>b.</b> identifying that incentives influence the choices we make.</p> <p><b>c.</b> explaining that the consequences of choices lie in the future.</p> <p><b>d.</b> identifying choices they have made and the incentives that motivated them.</p> <p><b>e.</b> identifying the consequences of choices made in their past.</p>	<p>Week 32: Spending and Saving</p>
<b>(E) 3.3</b>	<p><b>Students will analyze trade by:</b></p> <p><b>a.</b> identifying barter as a form of trade.</p>	<p>Week 30: Economics</p> <p>Week 31: Jobs</p>

Standards		Weekly Issues
	<ul style="list-style-type: none"> <li>b. explaining that people benefit when they trade voluntarily.</li> <li>c. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>	
<b>(E) 3.4</b>	<p><b>Students will analyze choices made regarding career paths by:</b></p> <ul style="list-style-type: none"> <li>a. identifying jobs and careers in their community.</li> <li>b. inquiring about choices that were made in order for people in their community to have certain jobs and careers.</li> <li>c. identifying the personal characteristics and interests that are needed for certain jobs and careers.</li> </ul>	Week 31: Jobs
<b>(H) History</b>		
<b>(H) 4.1</b>	<p><b>Students will analyze change over time in school by:</b></p> <ul style="list-style-type: none"> <li>a. analyzing school schedules to determine past, present, and future.</li> <li>b. classifying activities of the day, week, and month according to themes.</li> <li>c. constructing personal timelines that show events from the past, present, and dreams for the future.</li> </ul>	Week 20: Calendars Week 21: Words About Time Week 22: Changes Over Time
<b>(H) 4.2</b>	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>a. analyzing photographs, images, and text from schools in the past.</li> <li>b. comparing images and text descriptions of schools from the past with today.</li> <li>c. explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	Week 23: History Week 24: Life Long Ago and Today Week 26: Transportation Over Time

Standards		Weekly Issues
<b>(C) Civics</b>		
<b>(C) 1.1</b>	<p><b>Students will be able to explain the importance of community by:</b></p> <ul style="list-style-type: none"> <li>a. identifying communities that are unique and common to students.</li> <li>b. explaining how both leaders and members create and uphold rules to promote a fair and safe community.</li> <li>c. recognizing the impact and contributions of their community leaders.</li> <li>d. analyzing celebrations that are shared by members of a school community.</li> <li>e. identifying the benefits of being a part of a community.</li> </ul>	Week 1: Community Week 3: Rules and Laws Week 7: Important Documents Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History Week 25: Culture Week 26: Folktales and Legends
<b>(C) 1.2</b>	<p><b>Students will be able to explain the importance of leaders by:</b></p> <ul style="list-style-type: none"> <li>a. identifying leaders in the classroom, school, home, and community.</li> <li>b. explaining the purpose and responsibilities of a leader to promote the common good.</li> <li>c. describing the characteristics of a good leader.</li> </ul>	Week 2: Authority Figures Week 6: Founders Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
<b>(C) 1.3</b>	<p><b>Students will be able to describe the importance of cooperation by:</b></p> <ul style="list-style-type: none"> <li>a. defining cooperation as the efforts made by a group of people to meet a common goal.</li> <li>b. analyzing examples of how cooperation helps accomplish tasks at home and school.</li> <li>c. identifying common goals of the school community.</li> <li>d. explaining why school goals cannot be reached by individuals alone.</li> </ul>	Week 6: Founders Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
<b>(C) 1.4</b>	<p><b>Students will analyze community problem solving by:</b></p> <ul style="list-style-type: none"> <li>a. analyzing a community problem and creating potential solutions for the common good.</li> <li>b. identifying how multiple perspectives in a community can complicate conflict resolution.</li> <li>c. 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>d. voting on possible solutions for community problems.</li> </ul>	Week 4: Government Week 5: Government Services Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
<b>(C) 1.5</b>	<p><b>Students will be able to explain the importance of civic engagement by:</b></p> <ul style="list-style-type: none"> <li>a. defining civic engagement as being an active learner and participating in the community.</li> <li>b. identifying how students can be civically engaged in the classroom, home, school, and community.</li> <li>c. comparing tools of communication that are used to be an active participant in the community.</li> <li>d. describing how people impact their community by being civically engaged.</li> </ul>	Week 1: Community Week 4: Government Week 5: Government Services Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History Week 11: Patriotism Week 12: National Patriotic Symbols

Standards		Weekly Issues
		Week 13: National Patriotic Holidays
<b>(G) Geography</b>		
<b>(G) 2.1</b>	<p><b>Students will be able to explain how location makes their community unique by:</b></p> <ul style="list-style-type: none"> <li>a. applying cardinal directions on maps, globes, GPS, and Google Earth.</li> <li>b. describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>c. identifying continents and oceans near and far from Maryland on maps and globe.</li> <li>d. locating key physical features and human- made features in their school community using maps and other geographic tools.</li> <li>e. describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west).</li> <li>f. analyzing the school’s community using bird’s eye view that includes important landmarks in a school or community</li> </ul>	Week 14: Map Skills Week 15: Location Week 16: Physical Characteristics of a Place Week 17: Human Characteristics of a Place Week 19: Geography of Our Community
<b>(G) 2.2</b>	<p><b>Students will analyze the human and environmental interactions in their school community by:</b></p> <ul style="list-style-type: none"> <li>a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>b. describing why and how people in Maryland protect the environment.</li> <li>c. explaining how people adapt to changes in the environment.</li> </ul>	Week 17: Human Characteristics of a Place Week 18: Adapting to Our Environment Week 19: Geography of Our Community
<b>(G) 2.3</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>a. explaining how transportation links goods and people both near and far.</li> <li>b. explaining how communication links people to ideas both near and far.</li> <li>c. identifying goods and ideas in their community that come from both near and far.</li> </ul>	Week 18: Adapting to Our Environment Week 19: Geography of Our Community
<b>(E) Economics</b>		
<b>(E) 3.1</b>	<p><b>Students will analyze the role of scarcity in their life by:</b></p> <ul style="list-style-type: none"> <li>a. explaining why limited productive resources create scarcity.</li> <li>b. identifying natural and human productive resources in schools.</li> <li>c. explaining why natural and human productive resources are limited in schools.</li> </ul>	Week 28: Economics Week 29: Economic Choices
<b>(E) 3.2</b>	<p><b>Students will analyze trade by:</b></p> <ul style="list-style-type: none"> <li>a. identifying goods and services that are provided by a school and local businesses.</li> <li>b. identifying barter as a form of trade.</li> <li>c. explaining that people benefit when they trade voluntarily.</li> <li>d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.</li> </ul>	Week 27: Needs and Wants Week 30: Jobs Week 31: Workers Contribute to the Economy



Standards		Weekly Issues
<b>(E) 3.3</b>	<p><b>Students will analyze decision making by:</b></p> <ul style="list-style-type: none"> <li>a. determining that people make choices because of limited resources.</li> <li>b. identifying that incentives influence the choices we make.</li> <li>c. explaining that the consequences of choices lie in the future.</li> <li>d. identifying trade-offs as the options that people give up when they make a choice.</li> </ul>	<p>Week 29: Economic Choices            Week 30: Jobs            Week 31: Workers Contribute to the Economy            Week 32: Spending and Saving</p>
<b>(E) 3.4</b>	<p><b>Students will analyze borrowing and lending by:</b></p> <ul style="list-style-type: none"> <li>a. identifying times when people borrow and lend goods or services.</li> <li>b. determining that people lend goods and services to help others and to benefit.</li> <li>c. explaining potential risks and benefits associated with lending and borrowing.</li> <li>d. explaining the importance of paying back borrowed goods and services to the lender.</li> </ul>	<p>Week 27: Needs and Wants            Week 28: Economics            Week 29: Economic Choices</p>
<b>(H) History</b>		
<b>(H) 4.1</b>	<p><b>Students will analyze change over time by:</b></p> <ul style="list-style-type: none"> <li>a. analyzing school schedules to determine past, present, and future.</li> <li>b. classifying activities of the day according to themes.</li> <li>c. constructing personal timelines that show events from the past, present, and dreams for the future.</li> </ul>	<p>Week 20: Calendars            Week 21: Changes Over Time</p>
<b>(H) 4.2</b>	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>a. analyzing photographs, images, and text from schools in the past.</li> <li>b. comparing images and text descriptions of schools from the past with today.</li> <li>c. explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	<p>Week 22: History            Week 23: Life Long Ago and Today            Week 24: Communication Over Time</p>

Standards		Weekly Issues
<b>(C) Civics</b>		
<b>(C) 1.1</b>	<p><b>Students will analyze the role of the common good by:</b></p> <ul style="list-style-type: none"> <li>a. defining equality as the same freedoms that are held by all people.</li> <li>b. defining equity as people having what they need to be successful regardless of their identities.</li> <li>c. recognizing that people are sometimes not treated fairly for reasons beyond their control.</li> <li>d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community.</li> </ul>	<p>Week 6: Important Documents            Week 11: Citizenship            Week 14: Founders            Week 16: Patriotic Holidays            Week 23: Culture            Week 31: Solving Problems in Your Community</p>
<b>(C) 1.2</b>	<p><b>Students will analyze democracy by:</b></p> <ul style="list-style-type: none"> <li>a. identifying that leaders in a democracy address the wants and needs of the people they serve.</li> <li>b. exploring governing powers at home, school and the community.</li> <li>c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them.</li> <li>d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power.</li> <li>e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government.</li> </ul>	<p>Week 4: Rules and Laws            Week 5: Principles of Democracy            Week 6: Important Documents            Week 7: The Purpose of Government            Week 9: The Structure of Tribal, State, and Local Government            Week 14: Founders</p>
<b>(C) 1.3</b>	<p><b>Students will understand democratic ideals by:</b></p> <ul style="list-style-type: none"> <li>a. identifying how multiple perspectives in a democratic society can complicate conflict resolution.</li> <li>b. comparing how various systems of government have resolved conflict in the past and today.</li> <li>c. identifying the communities in which they belong are democratic and those that are not.</li> <li>d. recognizing how democratic symbols represent American values.</li> <li>e. identifying the local, state and federal levels of government.</li> </ul>	<p>Week 5: Principles of Democracy            Week 7: The Purpose of Government            Week 8: The Structure of National Government            Week 9: The Structure of Tribal, State, and Local Government            Week 13: Patriotic Symbols            Week 14: Founders            Week 15: Memorials and Monuments            Week 31: Solving Problems in Your Community</p>
<b>(C) 1.4</b>	<p><b>Students will analyze responsible civic engagement by:</b></p> <ul style="list-style-type: none"> <li>a. describing characteristics of good citizenship through historic figures and ordinary citizens.</li> <li>b. explaining how participating in civic activities engages citizens with their communities.</li> <li>c. identifying civic engagement activities on the local, state and national level.</li> </ul>	<p>Week 3: I Belong to a Community            Week 11: Citizenship            Week 12: Patriotism            Week 14: Founders            Week 16: Patriotic Holidays            Week 31: Solving Problems in Your Community</p>

Standards		Weekly Issues
<b>(G) Geography</b>		
<b>(G) 2.1</b>	<p><b>Students will be able to explain how location makes their community unique by:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth.</li> <li><b>b.</b> describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li><b>c.</b> identifying continents and oceans near and far from Maryland on maps and globe.</li> <li><b>d.</b> locating key physical features and human-made features in their school community using maps and other geographic tools.</li> <li><b>e.</b> 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><b>f.</b> analyzing the school’s community using bird’s eye view that includes important landmarks in a school or community.</li> </ul>	<p>Week 17: Map Skills            Week 18: Location            Week 19: Physical Features of a Place            Week 20: Human Characteristics of Places            Week 24: Regions of the World</p>
<b>(G) 2.2</b>	<p><b>Students will analyze the human and environmental interactions in their school community by:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> contrasting how regions across Maryland modify their environment to meet changing needs for shelter</li> <li><b>b.</b> describing why and how people in Maryland protect the environment.</li> <li><b>c.</b> explaining how people adapt to changes in the environment.</li> </ul>	<p>Week 21: Humans and the Environment            Week 22: Movement            Week 23: Culture</p>
<b>(E) Economics</b>		
<b>(E) 3.1</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><b>a.</b> explaining how transportation links goods and people both far and near.</li> <li><b>b.</b> explaining how communication links people to ideas both near and far.</li> <li><b>c.</b> identifying goods and ideas in their community that come from both near and far.</li> </ul>	<p>Week 22: Movement            Week 26: Economic Activity            Week 29: Economic Principles            Week 30: More Economic Principles</p>

Standards		Weekly Issues
<b>(E) 3.2</b>	<p><b>Students will analyze producers by:</b></p> <ul style="list-style-type: none"> <li>a. explaining how producers and consumers use natural, capital and human resources.</li> <li>b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists.</li> <li>c. identifying the government as a producer who uses tax money to produce goods and services.</li> <li>d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community.</li> <li>e. explaining how goods and services have changed over time.</li> <li>f. identifying how technology and transportation have changed how goods and services are produced and exchanged.</li> </ul>	<p>Week 10: Government Services            Week 25: Needs, Wants, Resources            Week 26: Economic Activity            Week 27: Economic Choices            Week 28: Producers and Consumers            Week 29: Economic Principles            Week 30: More Economic Principles</p>
<b>(E) 3.3</b>	<p><b>Students will analyze consumer by:</b></p> <ul style="list-style-type: none"> <li>a. explaining that because of scarcity, people must make choices about what they consume.</li> <li>b. differentiating between goods and services.</li> <li>c. explaining how consumers make decisions based on the costs and benefits of goods and services.</li> <li>d. identifying how incentives influence consumers.</li> <li>e. identifying opportunity cost and trade-offs as the result of choices.</li> <li>f. determining how consumers acquire goods and services.</li> </ul>	<p>Week 26: Economic Activity            Week 27: Economic Choices            Week 28: Producers and Consumers            Week 29: Economic Principles            Week 30: More Economic Principles</p>
<b>(E) 3.4</b>	<p><b>Students will describe an economy by:</b></p> <ul style="list-style-type: none"> <li>a. explaining how available resources, wants, and needs influence family decisions.</li> <li>b. identifying how people earn money.</li> <li>c. identifying age-appropriate financial goals.</li> <li>d. describing situations in which saving is necessary.</li> <li>e. explaining the meaning and purpose of taxes.</li> <li>f. developing a spending and savings plan including income and expenses.</li> </ul>	<p>Week 25: Needs, Wants, Resources            Week 26: Economic Activity            Week 27: Economic Choices            Week 28: Producers and Consumers            Week 29: Economic Principles            Week 30: More Economic Principles</p>
<b>(H) History</b>		
<b>(H) 4.1</b>	<p><b>Students will analyze change over time by:</b></p> <ul style="list-style-type: none"> <li>a. creating timelines of key events from earlier time periods.</li> <li>b. analyzing events from the past using evidence that includes the voice of the people involved in the event.</li> <li>c. explaining why multiple perspectives emerge from people who experience a common event.</li> <li>d. analyzing the role that time, place and surrounding events have on influencing how people interpret the present and past.</li> </ul>	<p>Week 1: Sources            Week 2: Timelines            Week 32: Historical Figures</p>

Standards		Weekly Issues
<b>(H) 4.2</b>	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> analyzing photographs, images, and text from the past.</li> <li><b>b.</b> comparing images and text descriptions of the past with today.</li> <li><b>c.</b> explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>	<p>Week 1: Sources Week 32: Historical Figures</p>

Standards		Weekly Issues
<b>Inquiry</b>		
	<b>The inquiry weeks can be used with all standards across the framework.</b>	Week 1: Developing Inquiries Week 3: Examining Evidence and Communicating Conclusion Week 4: Taking Action Week 5: Engage in Your Own Inquiry
<b>(C) Civics</b>		
<b>(C) 1.1</b>	<b>Students will analyze civic virtue by:</b> a. explaining how democracy relies on engagement including voting and volunteering in civic organizations. b. interacting with local civic and/or community leaders. c. explaining how groups of people make rules to create responsibilities and protect freedoms. d. identifying how having multiple perspectives both benefits and challenges people living in a democratic society. e. examining the principles expressed in the Declaration of Independence and U.S. Constitution.	Week 6: I Am a Member of a Community Week 7: The Purpose of Government Week 8: Government Week 9: Important Documents Week 12: We the People
<b>(C) 1.2</b>	<b>Students will analyze the local, state, and national levels of government by:</b> a. defining the legislative, executive, and judicial branches of government. b. comparing the responsibilities of local, state, and national government. c. identifying the leaders of local, state, and national government in various branches of government. d. determining the importance of communication through various means with elected officials. e. determining the importance of voting in democratic government.	Week 7: The Purpose of Government Week 8: Government Week 10: National Government Week 11: Tribal, State, and Local Government Week 12: We the People Week 13: Inquiry: Research a Tribal, State, or Local Government
<b>(C) 1.3</b>	<b>Students will address local community issues by:</b> a. explaining the importance of civic participation in their community. b. examining a current issue on the local, state, and national level and its impact on their community. c. analyzing ways of influencing local, state, and/or national governments to address a current issue. d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level. e. developing a plan for effectively organizing and communicating a plan for addressing a current issue. f. implementing an informed civic action plan on a current issue.	Week 6: I Am a Member of a Community Week 10: National Government Week 11: Tribal, State, and Local Government Week 12: We the People Week 13: Inquiry: Research a Tribal, State, or Local Government Week 26: Problem Solving

Standards		Weekly Issues
<b>(EG) Economics and Geography</b>		
<b>(EG) 2.1</b>	<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>a. identifying goods and services bought and sold in Maryland.</li> <li>b. identifying ways that people use the physical environment for buying and selling goods and services.</li> <li>c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.</li> <li>d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses.</li> <li>e. identifying the risk and rewards of entrepreneurship.</li> <li>f. evaluating local and state laws that impact business owners in Maryland.</li> </ul>	<p>Week 14: Thinking Like a Geographer            Week 20: Water Is a Natural Resource            Week 29: Producers and Consumers            Week 30: Interdependence</p>
<b>(EG) 2.2</b>	<p><b>Students will analyze how economic development in Maryland impacts people by:</b></p> <ul style="list-style-type: none"> <li>a. explaining how jobs and careers are influenced by key economic centers.</li> <li>b. analyzing government services that are impacted by economic development.</li> <li>c. analyzing economic and population data to determine how economic development impacts where people live, work and play.</li> </ul>	<p>Week 18: Regions: Part One            Week 19: Regions: Part Two            Week 21: Migration            Week 28: Urban, Suburban, and Rural Land Use            Week 29: Producers and Consumers            Week 30: Interdependence            Week 32: Interdependence in Your Community</p>
<b>(EG) 2.3</b>	<p><b>Students will analyze the impact of economic development on the natural environment by:</b></p> <ul style="list-style-type: none"> <li>a. describing the relationships between human settlement and physical geography, and economic centers.</li> <li>b. explaining how transportation is influenced by industry, agriculture, and geographic features.</li> <li>c. explaining how humans have modified their environment in the development of economic centers.</li> <li>d. comparing perspectives of various communities toward the natural environment.</li> <li>e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</li> </ul>	<p>Week 16: Natural Features and Landforms            Week 17: Natural Features and Landforms: Oceans and Deserts            Week 21: Migration            Week 28: Urban, Suburban, and Rural Land Use            Week 30: Interdependence            Week 31: Transportation Over Time            Week 32: Interdependence in Your Community</p>
<b>(H) History</b>		
<b>(H) 3.1</b>	<p><b>Students will analyze early regional cultural groups by:</b></p> <ul style="list-style-type: none"> <li>a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.</li> <li>b. developing timelines showing settlement of various cultural</li> </ul>	<p>Week 22: Timelines            Week 24: Communities Over Time</p>

Standards		Weekly Issues
	<p>groups in Maryland.</p> <p><b>c.</b> 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.</p> <p><b>d.</b> contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.</p>	
<b>(H) 3.2</b>	<p><b>Students will analyze influences of early cultural groups by:</b></p> <p><b>a.</b> analyzing photographs, images, and text from the past to learn about key historical figures.</p> <p><b>b.</b> interpreting evidence of the past to make claims about how individuals and groups shaped their region.</p> <p><b>c.</b> comparing maps of settlement patterns from the past and today.</p> <p><b>d.</b> developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.</p>	<p>Week 2: Sources</p> <p>Week 23: Using Charts, Maps, and Data</p> <p>Week 24: Communities Over Time</p> <p>Week 25: People Who Influence Communities</p> <p>Week 26: Problem Solving</p> <p>Week 27: Eyewitnesses to Changes Over Time</p> <p>Week 31: Transportation Over Time</p>





# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>Maryland 4th Grade Social Studies Standards and Framework</b>		
<b>C.A.1</b>	Trace how the political structure in early Maryland developed and changed over time	8: Early Maryland Explorers 9: Founding Maryland 10: Religious Rivalries 25: Maryland State Government
<b>C.A.1.a</b>	Describe how the colony of Maryland was established and governed including the establishment of rule of law and power with authority, such as Proprietorships, Royal Governor, and early General Assembly	8: Early Maryland Explorers 9: Founding Maryland 10: Religious Rivalries
<b>C.A.1.b</b>	Explain the importance of the Office of the Governor and the Court of Appeals	25: Maryland State Government
<b>C.A.1.c</b>	Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates	25: Maryland State Government
<b>C.A.2</b>	Analyze the documents, and democratic ideas that developed in the Maryland Colony	9: Founding Maryland 10: Religious Rivalries 25: Maryland State Government
<b>C.A.2.a</b>	Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants' contracts, Tolerance Acts of 1649, Maryland Charter of 1632	9: Founding Maryland 10: Religious Rivalries
<b>C.A.2.b</b>	Describe how the Maryland State Constitution includes democratic principles and values	25: Maryland State Government
<b>C.A.3</b>	Analyze the role of Maryland government regarding public policy and issues	10: Religious Rivalries 13: Freedom for Maryland 18: Slavery in Maryland 21: Famous Baltimoreans 23: World War I to World War II
<b>C.A.3.a</b>	Analyze perspectives and policies in Maryland regarding historic and current public issues	10: Religious Rivalries 13: Freedom for Maryland 21: Famous Baltimoreans 23: World War I to World War II
<b>C.A.3.b</b>	Explain the effect that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land	



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
	use	
<b>C.B.1</b>	Analyze how individuals and groups contributed to the political system in Maryland	9: Founding Maryland 10: Religious Rivalries 12: Rumors of War 13: Freedom for Maryland 14: Constitution 21: Famous Baltimoreans
<b>C.B.1.a</b>	Describe the contributions of 17th century English settlers who influenced the early political structure	9: Founding Maryland 10: Religious Rivalries 21: Famous Baltimoreans
<b>C.B.1.b</b>	Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase	12: Rumors of War 13: Freedom for Maryland 14: Constitution 21: Famous Baltimoreans
<b>C.B.2</b>	Defend the importance of civic participation as a citizen of Maryland	18: Slavery in Maryland
<b>C.B.2.a</b>	Identify various sources of information that are available to citizens to make political decisions	
<b>C.B.2.b</b>	Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering	18: Slavery in Maryland
<b>C.C.1</b>	Describe rights and responsibilities of being a citizen in Maryland	25: Maryland State Government
<b>C.C.1.a</b>	Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important	
<b>C.C.1.b</b>	Describe the role of Maryland state judiciary system	25: Maryland State Government
<b>C.C.2</b>	Explain how Maryland government protects the rights of individuals and groups	
<b>C.C.2.a</b>	Describe the rule of law and explain how it impacts individuals and groups	



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>C.C.2.b</b>	Describe the balance between private life and government in providing order and protecting rights	
<b>PNW.A.1</b>	Describe the various cultures of early societies of Maryland	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers 9: Founding Maryland 10: Religious Rivalries 11: A Class System 22: Into the 20th Century
<b>PNW.A.1.a</b>	Define how culture influences people	6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers 9: Founding Maryland 11: A Class System 22: Into the 20th Century
<b>PNW.A.1.b</b>	Describe the social, political and religious character of the earliest colonies	6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers 9: Founding Maryland 11: A Class System
<b>PNW.A.1.c</b>	Examine and describe the unique and diverse cultures of early native American societies	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers
<b>PNW.A.1.d</b>	Compare the early cultures of the Native Americans with the European settlers and their influences on each other	8: Early Maryland Explorers 9: Founding Maryland
<b>PNW.B.1</b>	Analyze how Maryland society was influenced by the contributions of people and groups	8: Early Maryland Explorers 9: Founding Maryland 12: Rumors of War 13: Freedom for Maryland 14: Constitution 15: The War of 1812 16: Maryland's Transportation 19: The Civil War 20: Reconstruction 22: Into the 20th Century 24: The 1950s to the 1970s 26: Maryland's Great Women 27: Maryland's Leading Men



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>PNW.B.1.a</b>	Describe the contributions of past Maryland leaders	8: Early Maryland Explorers 9: Founding Maryland 12: Rumors of War 13: Freedom for Maryland 15: The War of 1812 22: Into the 20th Century 26: Maryland's Great Women
<b>PNW.B.1.b</b>	Describe the contribution of individuals and groups	8: Early Maryland Explorers 9: Founding Maryland 12: Rumors of War 13: Freedom for Maryland 14: Constitution 15: The War of 1812 16: Maryland's Transportation 19: The Civil War 20: Reconstruction 22: Into the 20th Century 24: The 1950s to the 1970s 26: Maryland's Great Women 27: Maryland's Leading Men
<b>PNW.B.2</b>	Describe cultural characteristics of various groups of people in Maryland	8: Early Maryland Explorers 9: Founding Maryland 11: A Class System 20: Reconstruction
<b>PNW.B.2.a</b>	Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times	8: Early Maryland Explorers 9: Founding Maryland 11: A Class System 20: Reconstruction
<b>PNW.B.2.b</b>	Site example of how various cultures borrow and share traditions	20: Reconstruction
<b>PNW.C.1</b>	Evaluate how various perspectives of Marylanders can cause compromise and/or conflict	8: Early Maryland Explorers 10: Religious Rivalries 15: The War of 1812 19: The Civil War 23: World War I to World War II 24: The 1950s to the 1970s
<b>PNW.C.1.a</b>	Describe the differing historical conflicts such as between the Patriots and Loyalists	8: Early Maryland Explorers 10: Religious Rivalries 15: The War of 1812 19: The Civil War 23: World War I to World War II



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
		24: The 1950s to the 1970s
<b>PNW.C.1.b</b>	Investigate the causes of contemporary conflict and compromises	
<b>G.A.1</b>	Use geographic tools to locate places and describe the human and physical characteristics of those places	1: Maryland Regions 2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 5: Early Marylanders 9: Founding Maryland 16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s 28: Maryland's Attractions
<b>G.A.1.a</b>	Construct and interpret a variety of maps using map elements	1: Maryland Regions 2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 16: Maryland's Transportation
<b>G.A.1.b</b>	Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States	1: Maryland Regions 2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 22: Into the 20th Century 24: The 1950s to the 1970s 28: Maryland's Attractions
<b>G.A.1.c</b>	Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain	2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 5: Early Marylanders 9: Founding Maryland 16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s 28: Maryland's Attractions



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>G.A.1.d</b>	Identify and locate natural/physical features and human-made features of the United States	12: Rumors of War
<b>G.B.1</b>	Describe similarities and differences of regions by using geographic characteristics	1: Maryland Regions 2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 5: Early Marylanders 7: Early Maryland Scene 9: Founding Maryland 10: Religious Rivalries 11: A Class System 13: Freedom for Maryland 17: Maryland's Industry 18: Slavery in Maryland 20: Reconstruction 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s 28: Maryland's Attractions
<b>G.B.1.a</b>	Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life	2: Maryland's Physical Regions 3: Maryland's Waterways 4: Weather - Its Matters 5: Early Marylanders 7: Early Maryland Scene 16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 28: Maryland's Attractions
<b>G.B.1.b</b>	Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution	1: Maryland Regions 3: Maryland's Waterways 9: Founding Maryland 10: Religious Rivalries 11: A Class System 13: Freedom for Maryland 17: Maryland's Industry 20: Reconstruction 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s 28: Maryland's Attractions
<b>G.B.1.c</b>	Describe how geographic characteristics of a place or region change over time and affect the way people live and work	2: Maryland's Physical Regions 3: Maryland's Waterways 5: Early Marylanders



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
		16: Maryland's Transportation 24: The 1950s to the 1970s 28: Maryland's Attractions
<b>G.C.1</b>	Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States	5: Early Marylanders 6: Tribes of Maryland 8: Early Maryland Explorers 9: Founding Maryland 16: Maryland's Transportation 18: Slavery in Maryland 20: Reconstruction 21: Famous Baltimoreans 23: World War I to World War II 24: The 1950s to the 1970s
<b>G.C.1.a</b>	Explain how geographic characteristics influenced settlement patterns in Maryland and the United States	5: Early Marylanders 6: Tribes of Maryland 8: Early Maryland Explorers 9: Founding Maryland 16: Maryland's Transportation
<b>G.C.1.b</b>	Explain how changes in transportation and communication led to the growth and development of towns and cities	16: Maryland's Transportation 21: Famous Baltimoreans 24: The 1950s to the 1970s
<b>G.C.1.d</b>	Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal	9: Founding Maryland 16: Maryland's Transportation 21: Famous Baltimoreans 23: World War I to World War II 24: The 1950s to the 1970s
<b>G.C.1.e</b>	Identify the reasons for the movement of peoples to, from, and within Maryland and the United States	8: Early Maryland Explorers 9: Founding Maryland 16: Maryland's Transportation 18: Slavery in Maryland 20: Reconstruction 23: World War I to World War II 24: The 1950s to the 1970s
<b>G.D.1</b>	Describe how people adapt to, modify and impact the natural environment	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene 17: Maryland's Industry 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>G.D.1.a</b>	Compare ways Native American societies in Maryland used the natural Environment for food, clothing, and shelter	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene
<b>G.D.1.b</b>	Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications	6: Tribes of Maryland 7: Early Maryland Scene 17: Maryland's Industry 22: Into the 20th Century 23: World War I to World War II 24: The 1950s to the 1970s
<b>G.D.1.c</b>	Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution	
<b>G.D.1.d</b>	Describe how land use and urban growth are influenced by governmental decisions	23: World War I to World War II
<b>E.A.1</b>	Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present	
<b>E.A.1.a</b>	Identify opportunity cost of economic decisions made by individuals, businesses, and governments	
<b>E.A.2</b>	Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland	23: World War I to World War II
<b>E.A.2.a</b>	Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers	23: World War I to World War II
<b>E.A.3</b>	Explain how technological changes have affected production and consumption in Maryland	
<b>E.A.3.a</b>	Describe how changes in technology, such as refrigeration, impacted the lives of consumers	
<b>E.A.3.b</b>	Describe how entrepreneurship inspired technological changes and affected business productivity	
<b>E.A.4</b>	Describe regional economic specialization in Maryland and the ways people live and work	





# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>E.A.4.a</b>	Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore	
<b>E.A.4.b</b>	Describe how specialization results in the interdependence of people	17: Maryland's Industry
<b>E.B.1</b>	Describe the types of economic systems in Maryland	11: A Class System 17: Maryland's Industry 21: Famous Baltimoreans
<b>E.B.1.a</b>	Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families	17: Maryland's Industry
<b>E.B.1.b</b>	Give examples of the kinds of goods and services produced in Maryland during different historical periods	11: A Class System 21: Famous Baltimoreans
<b>E.B.2</b>	Describe the role of government in regulating economic activity and providing goods and services	21: Famous Baltimoreans 23: World War I to World War II
<b>E.B.2.a</b>	Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services	23: World War I to World War II
<b>E.B.2.b</b>	Explain how local and state governments in Maryland provide goods and services and are paid for by taxes	21: Famous Baltimoreans
<b>E.B.2.c</b>	Give examples of government's rules and laws that affect how people in businesses work such as requiring licenses to drive and regulating resources	
<b>E.B.3</b>	Examine the progression from a barter system to a money economy in Colonial America	13: Freedom for Maryland
<b>E.B.3.a</b>	Give examples of barter exchanges of goods and services in Maryland	13: Freedom for Maryland
<b>E.B.3.b</b>	Give examples of contemporary money exchanges	13: Freedom for Maryland



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>H.A.1</b>	Analyze the chronology and significance of key historical events leading to early settlement in Maryland	8: Early Maryland Explorers 9: Founding Maryland 16: Maryland's Transportation 18: Slavery in Maryland 19: The Civil War 21: Famous Baltimoreans 23: World War I to World War II 24: The 1950s to the 1970s
<b>H.A.1.a</b>	Explain how and why the Maryland colony was established, including political and economic motives for coming to the new world	8: Early Maryland Explorers 9: Founding Maryland
<b>H.A.1.b</b>	Compare the development of places and regions, such as St. Mary's City, Western Maryland, Kent Island, and Annapolis	9: Founding Maryland 16: Maryland's Transportation 21: Famous Baltimoreans 23: World War I to World War II 24: The 1950s to the 1970s
<b>H.A.1.c</b>	Describe the establishment of slavery and how it shaped life in Maryland	18: Slavery in Maryland
<b>H.A.2</b>	Compare Native American societies in Maryland before and after European colonization	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers
<b>H.A.2.a</b>	Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians	5: Early Marylanders 6: Tribes of Maryland 7: Early Maryland Scene 8: Early Maryland Explorers
<b>H.A.2.b</b>	Describe Native American societies indigenous to Maryland after European contact	8: Early Maryland Explorers
<b>H.C.1</b>	Examine the consequences of interactions among groups and cultures in Maryland	12: Rumors of War 13: Freedom for Maryland
<b>H.C.1.a</b>	Describe Maryland colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War	12: Rumors of War 13: Freedom for Maryland
<b>H.C.1.b</b>	Explain the interactions between colonists and the British during the Pre- Revolutionary period	12: Rumors of War 13: Freedom for Maryland



# Maryland Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>H.C.2</b>	Explain the political, cultural, economic and social changes in Maryland during the early 1800s	15: The War of 1812 16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 21: Famous Baltimoreans 22: Into the 20th Century 24: The 1950s to the 1970s
<b>H.C.2.a</b>	Describe Maryland's role in the War of 1812	15: The War of 1812
<b>H.C.2.b</b>	Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedoms	16: Maryland's Transportation 17: Maryland's Industry 18: Slavery in Maryland 21: Famous Baltimoreans 22: Into the 20th Century 24: The 1950s to the 1970s
<b>H.C.3</b>	Analyze regional differences in the Civil War and its effects on people in Maryland	18: Slavery in Maryland 19: The Civil War 21: Famous Baltimoreans
<b>H.C.3.a</b>	Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave	18: Slavery in Maryland 19: The Civil War 21: Famous Baltimoreans
<b>H.C.3.b</b>	Explain why loyalties to the North and the South were divided in Maryland	18: Slavery in Maryland 19: The Civil War
<b>H.C.4</b>	Analyze how the institution of slavery impacted individuals and groups in Maryland	19: The Civil War
<b>H.C.4.a</b>	Compare the lives of slave families and free blacks	19: The Civil War
<b>H.C.4.b</b>	Describe the anti-slavery movement in Maryland	19: The Civil War
<b>H.C.4.c</b>	Describe the growth of the Underground Railroad	19: The Civil War

	Standards	Weekly Issues
	<p><b>** The 5 week Inquiry Unit can be used with all standards for all units.</b></p>	<p>Week 1: Developing Questions and Planning Inquiries            Week 2: Historical Inquiry Sources            Week 3: Analyzing and Evaluating Evidence            Week 4: Using Evidence to Communicate Conclusions            Week 5: Engaging in Your Own Inquiry</p>
(DAG) 1.1	<p>Students will examine the distribution of power in the United States Constitution by:</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>critiquing the Great Compromise and Three-Fifths Compromise.</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> <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>Week 27: The Founders and Process            Week 28: The Constitution            Week 29: The Bill of Rights            Week 30: The New Nation            Week 32: Guided Inquiry: Changes in the United States</p>
(DAG) 1.2	<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>Week 29: The Bill of Rights            Week 30: The New Nation            Week 32: Guided Inquiry: Changes in the United States</p>
(CNEN) 2.1	<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</li> </ul>	

Standards		Weekly Issues
	<ul style="list-style-type: none"> <li>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> <li>examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland.</li> </ul>	
(CNEN) 2.2	<p>Students will evaluate the effects of the Civil War by:</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 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans.</li> <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>	
(CNEN) 2.3	<p>Students will analyze the transformations in the movement of goods, people and ideas by:</p> <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>Week 31: America on the Move Week 32: Guided Inquiry: Changes in the United States</p>
(AEPCL) 3.1	<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 21st century.</li> </ul>	<p>Week 29: The Bill of Rights Week 32: Guided Inquiry: Changes in the United States</p>
(AEPCL) 3.2	<p>Students will analyze local community leaders by:</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>Week 27: The Founders and Process</p>
(AEPCL) 3.3	<p>Students will analyze the role of institutions in shaping American ideas of freedom by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of presidential or</li> </ul>	<p>Week 27: The Founders and Process Week 28: The Constitution</p>

Standards		Weekly Issues
	<p>congressional foreign policy decisions that impacted trade, human rights, and/or national security.</p> <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>	Week 29: The Bill of Rights
(AEPCL) 3.4	<p>Students will evaluate civil rights in Maryland and the United States by:</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 20th 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>	