

Standards		Weekly Issues
Language and Literacy		
LL.EL.RL.1	With modeling and prompting, answer questions about details in a text.	Supported in Weeks 1-36
LL.EL.RL.2	With modeling and support, retell familiar stories/poems.	Supported in Weeks 1-36
LL.EL.RL.3	With modeling and support, identify characters, settings and major events in a story	Supported in Weeks 1-36
LL.EL.RL.4	With modeling and support, answer questions about unknown words in stories and poems.	Supported in Weeks 1-36
LL.EL.RL.5	Gain exposure to common types of literary texts (e.g., storybooks, poems).	Supported in Weeks 1-36
LL.EL.RL.6	With modeling and support, identify the role of author and illustrator.	Supported in Weeks 1-36
LL.EL.RL.7	With modeling and support, tell how the illustrations support the story.	Supported in Weeks 1-36
LL.EL.RL.9	With modeling and support, compare adventures and experiences of characters in familiar stories.	Supported in Weeks 1-36
LL.EL.RL.10	Actively engage in group reading activities with purpose and understanding.	Supported in Weeks 1-36
LL.EL.RI.1	With modeling and support, answer questions about details in an informational text	Supported in Weeks 1-36
LL.EL.RI.2	With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	Supported in Weeks 1-36
LL.EL.RI.3	With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	Supported in Weeks 1-36
LL.EL.RI.4	With modeling and support, answer questions about unknown words in a text	Supported in Weeks 1-36
LL.EL.RI.5	With modeling and support identify the front cover, and back cover of a book	Supported in Weeks 1-36
LL.EL.RI.6	With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	Supported in Weeks 1-36
LL.EL.RI.7	With modeling and support, tell how the illustrations/photographs support the text.	Supported in Weeks 1-36

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LL.EL.RI.8	With modeling and support identify the reasons an author gives to support points in a text.	Supported in Weeks 1-36
LL.EL.RI.9	With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	Supported in Weeks 1-36
LL.EL.RI.10	Actively engage in group reading activities with purpose and understanding.	Supported in Weeks 1-36
LL.EL.RF.1a	Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	Supported in Weeks 1-36
LL.EL.RF.1b	Recognize that spoken words can be written and read.	Supported in Weeks 1-36
LL.EL.RF.1c	Understand that words are separated by spaces in print.	Supported in Weeks 1-36
LL.EL.RF.1d	Recognize and name some upper and lowercase letters of the alphabet.	Supported in Weeks 1-36
LL.EL.RF.2a	Recognize rhyming words in spoken language.	Supported in Weeks 1-36
LL.EL.RF.2b	Identify and isolate individual words in a spoken sentence.	Supported in Weeks 1-36
LL.EL.RF.2c	Count, pronounce, blend, and segment syllables in spoken words.	Supported in Weeks 1-36
LL.EL.RF.2d	Blend and segment onsets and rimes of single syllable spoken words.	Supported in Weeks 1-36
LL.EL.RF.2e	Isolate and pronounce the initial sound in spoken words.	Supported in Weeks 1-36
LL.EL.RF.2f	Orally blend and segment individual phonemes in two- to-three phoneme words.	Supported in Weeks 1-36
LL.EL.RF.3a	Recognize that words are made up of letters and their sounds.	Supported in Weeks 1-36
LL.EL.RF.3b	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	Supported in Weeks 1-36
LL.EL.RF.3c	Recognize name in print as well as some environmental print (symbols/words).	Supported in Weeks 1-36
LL.EL.RF.4	Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	Supported in Weeks 1-36
LL.EL.W.1	With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	Supported in Weeks 1-36

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LL.EL.W.2	Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	Supported in Weeks 1-36
LL.EL.W.3	With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	Supported in Weeks 1-36
LL.EL.W.5	With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	Supported in Weeks 1-36
LL.EL.W.6	With prompting and support from adults, explore a variety of digital tools to express ideas.	Supported in Weeks 1-36
LL.EL.W.7	Participate in shared research and shared writing projects.	Supported in Weeks 1-36
LL.EL.W.8	With modeling and support from adults, recall information from experiences or information from provided sources to answer a question.	Supported in Weeks 1-36
LL.EL.SL.1	Participate in collaborative conversations with diverse partners about EL topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). b. During scaffolded conversations, continue a conversation through multiple exchanges. 	Supported in Weeks 1-36
LL.EL.SL.2	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.	Supported in Weeks 1-36
LL.EL.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Supported in Weeks 1-36
LL.EL.SL.4	Describe familiar people, places, things, and events with modeling and support.	Supported in Weeks 1-36
LL.EL.SL.5	Add drawings or visual displays to descriptions as desired to provide additional detail.	Supported in Weeks 1-36
LL.EL.SL.6	With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	Supported in Weeks 1-36
LL.EL.L.1	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared	Supported in Weeks 1-36

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<p>writing, developmentally appropriate writing, oral language activities, etc.).</p> <ul style="list-style-type: none"> a. Print upper and lowercase letters in first name. b. Use frequently occurring nouns and verbs. c. Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). d. Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). e. Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce complete sentences in shared language activities. 	
<p>LL.EL.L.2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p> <ul style="list-style-type: none"> a. Recognize that their name begins with a capital letter. b. Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). c. Use letter-like shapes, symbols, letters, and words to convey meaning. d. Develop fine motor skills necessary to control and sustain handwriting. 	Supported in Weeks 1-36
<p>LL.EL.L.4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</p>	Supported in Weeks 1-36
<p>LL.EL.L.5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real life connections between words and their use (e.g., note objects in the classroom that are small). 	Supported in Weeks 1-36
<p>LL.EL.L.6 Use words and phrases acquired through conversation, being read to, and responding to text.</p>	Supported in Weeks 1-36

Standards		Weekly Issues
Civics		
SS.EL.1.1	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
SS.EL.1.2	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
SS.EL.1.3	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
SS.EL.1.4	Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.	Week 1: School Rules/ Manners Week 2: All About Me Week 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood
SS.EL.1.5	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 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood Week 19: All Together Now
SS.EL.1.6	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 Week 2: All About Me Week 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood
SS.EL.1.7	Students will analyze 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
SS.EL.1.8	Students will analyze 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
SS.EL.1.9	Students will analyze 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
SS.EL.1.10	Students will analyze 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

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Geography		
SS.EL.2.1	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
SS.EL.2.2	Students will explain what makes their school special using geographic terms by: describing the location of the school in relation to other locations near and far away.	Week 9: Maps Week 10: Land and Water
SS.EL.2.3	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
SS.EL.2.4	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
SS.EL.2.5	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
SS.EL.2.6	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
Economics		
SS.EL.3.1	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
SS.EL.3.2	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
SS.EL.3.3	Students will analyze trade by: identifying barter as a form of trade.	Week 30: Making, Buying, and Selling
SS.EL.3.4	Students will analyze trade by: explaining that people benefit when they trade voluntarily.	Week 30: Making, Buying, and Selling
SS.EL.3.5	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
SS.EL.3.6	Students will analyze choices made regarding career paths by: identifying jobs and careers in their community.	Week 6: Workers and Helpers

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SS.EL.3.7	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
History		
SS.EL.4.1	Students will analyze change over time by: defining a historian as someone who learns about the past.	Week 21: Past, Present, and Future
SS.EL.4.2	Students will analyze change over time by: applying chronology to daily and weekly schedules.	Week 21: Past, Present, and Future
SS.EL.4.3	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
SS.EL.4.4	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
Mathematics		
M.EL.CC.1	Count verbally to ten by ones	Week 1: School Rules Week 2: All About Me Week 4: Family and Friends Week 6: Workers and Helpers Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 21: Past, Present, Future Week 22: Going Places Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 30: Making, Buying, Selling Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
M.EL.CC.2	Recognize the concept of just after or just before a given number in the counting sequence up to ten.	Week 6: Workers and Helpers Week 10: Land and Water

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		Week 12: Outer Space Week 21: Past, Present, Future Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
M.EL.CC.3	Identify written numerals 0-10.	Week 6: Workers and Helpers Week 10: Land and Water Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
M.EL.CC.4	Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.	Week 4: Family and Friends Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 21: Past, Present, Future Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
M.EL.CC.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	Week 2: All About Me Week 4: Family and Friends Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon

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		Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 21: Past, Present, Future Week 22: Going Places Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
M.EL.CC.4b	Recognize that the last number name said tells the number of objects counted.	Week 4: Family and Friends Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 21: Past, Present, Future Week 22: Going Places Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 30: Making, Buying, Selling Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
M.EL.CC.4c	Begin to recognize that each successive number name refers to a quantity that is one larger.	Week 6: Workers and Helpers Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the

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		World Week 19: All Together Now Week 20: Many Cultures Week 21: Past, Present, Future Week 22: Going Places Week 23: Look, Explore, Learn Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 30: Making, Buying, Selling Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
M.EL.CC.5	Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).	Week 4: Family and Friends Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 22: Going Places Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
M.EL.CC.6	Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).	Week 20: Many Cultures Week 33: Habitats Week 34: Awesome Animals
M.EL.CC.7	Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).	Week 2: All About Me Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the

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		World Week 19: All Together Now Week 20: Many Cultures Week 22: Going Places Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 31: Jobs and Money Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 36: What's Next
MEL.OA.1	Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).	Week 18: Stories From Around the World Week 28: Life Cycles
M.EL.OA.2	Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).	Week 18: Stories From Around the World Week 19: All Together Now Week 31: Jobs and Money
M.EL.OA.3	For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	Week 10: Land and Water Week 18: Stories From Around the World Week 19: All Together Now Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 34: Awesome Animals
M.EL.NBT.1	Investigate the relationship between ten ones and ten.	
M.EL.MD.1	Describe measurable attributes of objects, such as length or weight.	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water Week 13: Giving Thanks Week 21: Past, Present, Future Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime
M.EL.MD.2	Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water Week 13: Giving Thanks Week 21: Past, Present, Future Week 28: Life Cycles Week 33: Habitats

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M.EL.MD.3	Sort objects into self selected and given categories.	Week 1: School Rules Week 2: All About Me Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 30: Making, Buying, Selling Week 31: Jobs and Money Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
M.EL.MD.4	Compare categories using words such as more or same.	Week 1: School Rules Week 2: All About Me Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 28: Life Cycles Week 29: Springtime Week 30: Making, Buying, Selling Week 31: Jobs and Money

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		Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
M.EL.G.1	Match like (congruent and similar) shapes	Week 1: School Rules Week 4: Family and Friends Week 5: In the Neighborhood Week 22: Going Places Week 23: Symbols of Unity Week 30: Making, Buying, Selling
M.EL.G.2	Group the shapes by attributes	Week 1: School Rules Week 4: Family and Friends Week 5: In the Neighborhood Week 22: Going Places Week 23: Symbols of Unity Week 26: A World of Things Week 30: Making, Buying, Selling
M.EL.G.3	Match and sort three- dimensional shapes.	Week 4: Family and Friends Week 23: Symbols of Unity Week 26: A World of Things
M.EL.G.4	Describe three-dimensional objects using attributes.	Week 4: Family and Friends Week 23: Symbols of Unity Week 26: A World of Things
M.EL.G.5	Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	Week 5: In the Neighborhood
Science		
S.EL.SPA.1	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	Week 7: Staying Healthy Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
S.EL.SP.B.1	Applying Evidence and Reasoning-People are more likely to	Week 7: Staying Healthy

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	believe your ideas if you can give good reasons for them.	Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
S.EL.SPC.1	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.	Week 7: Staying Healthy Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
S.EL.SP.D.1	Design and make things with simple tools and a variety of materials.	Week 22: Going Places Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 35: Patterns
S.EL.SP.D.2	Practice identifying the parts of things and how one part connects to and affects another.	Week 7: Staying Healthy Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations

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		Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
S.EL.SP.D.3	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	Week 7: Staying Healthy Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
S.EL.ES.E.1	Describe the weather using observations.	Week 15: Weather and Seasons Week 17: Celebrations
S.EL.ES.A.1	Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	Week 11: Living Things Week 16: Wintertime Week 28: Life Cycles Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
S.EL.ES.C.1	Observe, describe and compare different kinds of animals and their offspring.	Week 11: Living Things Week 28: Life Cycles Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
S.EL.C.A.1	Use evidence from investigations to describe the observable properties of a variety of objects.	Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 15: Weather and Seasons Week 16: Wintertime Week 24: Look, Explore, Learn

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		Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals
Health		
H.EL.S.A.1	Emergencies-Recognize how to respond appropriately to emergency situations.	Week 8: Staying Safe
H.EL.NF.A.1	Responses to Food-Identify the relationship between food and the senses.	Week 7: Staying Healthy
H.EL.NF.E.1	Food & Health 1. Recognize the relationship between food and health.	Week 7: Staying Healthy Week 30: Making, Buying, and Selling Week 32: Farms and Food Sources
Physical Education		
PE.EL.S.A.1	Fundamental Movement-Show fundamental movement skills.	Supported in Weeks 1-36
PE.EL.S.B.1	Creative Movement-Show creative movement.	Supported in Weeks 1-36
PE.EL.S.C.1	Skill Themes-Show skill themes.	Supported in Weeks 1-36
PE.EL.BP.A.1	Effects on Objects-Identify ways that people and objects move.	Supported in Weeks 1-36
PE.EL.BP.B.1	Balance-Identify balance through movement	Supported in Weeks 1-36
PE.EL.M.A.1	Appropriate Practices-Recognize that skills will develop over time with appropriate practice and use of the correct cues.	Supported in Weeks 1-36
PE.EL.M.B.1	Corrective Feedback-Identify the importance of corrective feedback on performance.	Supported in Weeks 1-36
PE.EL.EP.A.1	Effects of Physical Activity on the Body-Identify the effects of physical activity on the body systems.	Week 7: Staying Healthy Week 15: Weather and Seasons
PE.EL.EP.C.1	Components of Fitness-Identify the components of fitness.	Supported in Weeks 1-36
PE.EL.EP.D.1	Benefits of Physical Activity-Recognize the benefits of physical activity.	Week 7: Staying Healthy Week 15: Weather and Seasons
PE.EL.EP.E.1	Nutrition and Physical Activity-Recognize the relationship between nutrition and physical activity.	Week 7: Staying Healthy Week 30: Making, Buying, and Selling Week 32: Farms and Food Sources
PE.EL.EP.F.1	Exercise Adherence-Recognize the factors influencing daily physical activity.	Supported in Weeks 1-36
PE.EL.PA.A.1	Aerobic Fitness-Identify and show individual aerobic	Supported in Weeks 1-36

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	capacity/cardio-respiratory fitness.	
PE.EL.PA.B.1	Muscular Strength and Endurance-Identify and show activities for muscular strength and muscular endurance.	Supported in Weeks 1-36
PE.EL.PA.C.1	Flexibility-Identify and show activities for flexibility.	Supported in Weeks 1-36
Fine Arts		
FA.EL.DP.1	Demonstrate knowledge of how elements of dance are used to communicate meaning.	Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DP.2	Demonstrate kinesthetic awareness and technical proficiency in dance movement.	Week 1: School Rules Week 2: All About Me Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles

Standards		Weekly Issues
FA.EL.DP.3	Respond to dance through observation, experience, and analysis.	Week 1: School Rules Week 2: All About Me Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DH.1	Demonstrate knowledge of dances from a variety of cultures.	Week 9: Maps Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future
FA.EL.DH.2	Relate dance to history, society, and personal experience.	Week 3: Feelings Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DH.3	Demonstrate understanding of the relationships between and among dance and other content areas	Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water

Standards		Weekly Issues
		Week 12: Outer Space Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DC.1	Develop the ability to improvise dance.	Week 1: School Rules Week 2: All About Me Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now Week 21: Past, Present, Future Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DC.2	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	Week 1: School Rules Week 2: All About Me Week 3: Feelings Week 6: Workers and Helpers Week 8: Staying Safe Week 9: Maps Week 10: Land and Water Week 12: Outer Space Week 13: Giving Thanks Week 14: The Sun and the Moon Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 19: All Together Now

Standards		Weekly Issues
		Week 21: Past, Present, Future Week 22: Going Places Week 23: Symbols of Unity Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles
FA.EL.DC.3	Develop knowledge and execution of performance competencies in dance.	
FA.EL.MP.1	Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.	Supported in Weeks 1-36
FA.EL.MP.2	Experience performance through singing, playing instruments, and listening to performances of others.	Supported in Weeks 1-36
FA.EL.MP.3	Respond to music through movement.	Supported in Weeks 1-36
FA.EL.MP.4	Experiment with standard and individually created symbols to represent sounds.	Supported in Weeks 1-36
FA.EL.MH.1	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	Supported in Weeks 1-36
FA.EL.MH.2	Become acquainted with the roles of music in the lives of people.	
FA.EL.MH.3	Explore the relationship of music to dance, theater, the visual arts and other disciplines.	Supported in Weeks 1-36
FA.EL.MH.4	Develop knowledge of a wide variety of styles and genres through the study of music history.	
FA.EL.MC.1	Develop confidence in the ability to improvise music through experimentation with sound.	Supported in Weeks 1-36
FA.EL.MC.2	Investigate composing music through experimentation with sound and the tools of composition.	
FA.EL.TP.1	Describe ways that theater depicts themes and stories.	
FA.EL.TP.2	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	
FA.EL.TH.1	Express a range of responses to a variety of stimuli.	Supported in Weeks 1-36
FA.EL.TH.2	Demonstrate knowledge of theatrical conventions as performers and as an audience.	
FA.EL.TC.1	Use a variety of theatrical elements to communicate ideas and feelings.	Week 3: Feelings

Standards		Weekly Issues
FA.EL.TC.2	Demonstrate knowledge of theater performance and production skills in formal and informal presentations.	
FA.EL.TA.1	Identify, describe, and apply criteria to assess individual and group theater processes.	
FA.EL.TA.2	Identify, describe, and apply criteria to assess dramatic works and other literature of the theater.	
FA.EL.VAP.1	Identify, describe, and interpret observed form.	
FA.EL.VAP.2	Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	
FA.EL.VAP.3	Experiment with the elements of art and principles of design to develop personally meaningful compositions.	Supported in Weeks 1-36
FA.EL.VAH.1	Determine ways in which works of art express ideas about self, other people, places, and events.	Supported in Weeks 1-36
FA.EL.VAH.2	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.	Week 2: All About Me
FA.EL.VAH.3	Differentiate among works by artists representative of different cultures.	
FA.EL.VAH.4	Describe processes used to interpret and express ideas in the visual arts and other disciplines.	
FA.EL.VAC.1	Create images and forms from observation, memory, imagination, and feelings.	Supported in Weeks 1-36
FA.EL.VAC.2	Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.	
Social Foundations		
SF.EL.SE.A1	Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SE.A2	Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next	Supported in Weeks 1-36 Teacher Observation
SF.EL.SE.B1	Shows interest in leading activities and taking responsibility during cleanup activities.	Supported in Weeks 1-36 Teacher Observation
SF.EL.SE.B2	Begins identifying when things are not put away in designated areas.	Supported in Weeks 1-36 Teacher Observation
SF.EL.SE.B3	Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
SF.EL.ER.A1	Communicates negative and positive emotions verbally and responds to teacher prompts or directions.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.A2	Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.A3	Seeks adult assistance for classmates who need support.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.A4	Shows concern for peers who are upset or hurt.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.B1	Has one or more special friendships.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.B2	Initiates interactions (e. g., talking, playing).	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.B3	Shares materials and equipment with other children with adult modeling and support.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.C1	Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.C2	Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?"). D. Shows Ability to Resolve Conflicts	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.D1	Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn").	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.D2	Seeks adult help when solving interpersonal conflicts.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.D3	Discusses possible solutions with peers with adult assistance.	Supported in Weeks 1-36 Teacher Observation
SF.EL.ER.D4	Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.A1	Avoids imitating the negative behavior of peers with minimal prompting from adults.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.A2	Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.A3	Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.A4	Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
	that the paper towels have moved and change course).	
SF.EL.EF.A5	Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.B1	Independently waits for an object without grabbing most of the time.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.B2	Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.B3	Can wait for a highly desired food or object, although may occasionally need reminders.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.C1	Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.D1	Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, "I'll play with you later. I want to finish this").	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.D2	Capable of sustaining focus on longer-term or complex projects, with support from an adult.	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.D1	Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).	Supported in Weeks 1-36 Teacher Observation
SF.EL.EF.E2	May need a reminder to return to an earlier task after an interruption	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A1	Can remember recent events in a story and use this information to shape predictions and questions.	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A2	Will frequently consider a couple of possibilities before making a choice.	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A3	Can remember and follow multiple classroom rules with visual and auditory cues.	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A4	Can remember and follow two-step directions without prompting.	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A5	Can hold in mind the comments of peers and respond appropriately during a short class discussion.	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
SF.EL.WM.A6	Can keep track of a few different objects for short periods of time.	Supported in Weeks 1-36 Teacher Observation
SF.EL.WM.A7	Can enjoy more complex memory games with more cards or objects.	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A1	Can independently sustain a character in pretend play for ten minutes or longer.	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A2	Can switch roles in dramatic play.	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A3	Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A4	Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A5	Will often recognize and correct mistakes independently.	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.A6	Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.B1	Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.B2	Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.B3	When in conflict with another child, increasingly able to suggest possible solutions	Supported in Weeks 1-36 Teacher Observation
SF.EL.CF.B4	When faced with a problem, can be reminded to slow down and think about what to do.	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.A1	Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.A2	Poses questions to seek explanations about topics of interest with adult support and modeling.	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.A3	Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.A4	Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says,	Supported in Weeks 1-36 Teacher Observation

	Standards	Weekly Issues
	"Janice goes fishing. Can I?").	
SF.EL.IC.B1	Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.B2	Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.B3	Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer created game or activity, tries to dress a new doll or builds a new construction toy).	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.C1	When prompted, initiates plan of activities.	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.C2	Shows interest in leading activities and taking responsibility during cleanup activities.	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.C3	Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").	Supported in Weeks 1-36 Teacher Observation
SF.EL.IC.C4	Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.A1	Persists with a wider variety of tasks, activities, and experiences with adult prompting.	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.A2	Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.A3	Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.B1	Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.B2	Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.	Supported in Weeks 1-36 Teacher Observation
SF.EL.DP.B3	Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).	Supported in Weeks 1-36 Teacher Observation
SF.EL.C.A1	Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
	daddy can fix that bike. He knows how").	
SF.EL.C.A3	Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.	Supported in Weeks 1-36 Teacher Observation
SF.EL.C.A4	Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").	Supported in Weeks 1-36 Teacher Observation
SF.EL.C.A5	Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!").	Supported in Weeks 1-36 Teacher Observation
SF.EL.RR.A1	Helps to create classroom rules.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RR.A2	Responds to teacher directions or signals consistently.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RR.A3	Takes initiative with assigned or chosen tasks relating to classroom routines.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RR.A4	Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).	Supported in Weeks 1-36 Teacher Observation
SF.EL.RR.A5	Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.A1	Takes and gives cues to other children during transition and models their appropriate behavior with adult support.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.A2	Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.B1	Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.B2	Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.B3	Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.C1	Helps with clean up after activities with prompting.	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.C2	Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).	Supported in Weeks 1-36 Teacher Observation
SF.EL.RRE.C3	Recognizes and is responsible for returning items to appropriate location with prompting.	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
SF.EL.RRE.C4	Begins identifying when things are not put away in designated areas.	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.A1	Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.A2	Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.B1	Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.B2	Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.B3	Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.C1	Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color).	Supported in Weeks 1-36 Teacher Observation
SF.EL.SR.C2	Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.	Supported in Weeks 1-36 Teacher Observation

Standards		Weekly Issues
(C) Civics		
(C) 1.1	Students will examine the concept of freedom by: <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity. 	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
(C) 1.2	Students will examine the role of compromise by: <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. e. exploring how compromise is used in civic life at home, school and community. f. creating an action plan for how compromise could address a school conflict. 	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
(C) 1.3	Students will analyze the purpose of rules by: <ul style="list-style-type: none"> a. explaining that rules serve to support order and protect individual rights. b. comparing rules at home, school and community. c. explaining why rules are different based on location. d. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice. e. creating a list of rules to support a just classroom. f. evaluating classroom rules for their ability to promote freedom, equality and equity 	Week 3: What Are Rules? Week 7: Learning and Working Together
(G) Geography		
(G) 2.1	Students will be able to explain how location makes their community special by: <ul style="list-style-type: none"> a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland 	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

Standards		Weekly Issues
	<p>on maps and on a globe.</p> <p>d. locating key physical features and human-made features in their school community using maps and other geographic tools.</p> <p>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).</p> <p>f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.</p>	
(G) 2.2	<p>Students will analyze the human and environmental interactions in their school community by:</p> <p>a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</p> <p>b. describing why and how people in Maryland protect the environment.</p> <p>c. explaining how people adapt to changes in the environment.</p>	<p>Week 17: Weather</p> <p>Week 18: Human Characteristics of a Place</p>
(G) 2.3	<p>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <p>a. explaining how transportation links goods and people both near and far.</p> <p>b. explaining how communication links people to ideas both near and far.</p> <p>c. 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>
(E) Economics		
(E) 3.1	<p>Students will analyze the role of scarcity in their lives by:</p> <p>a. explaining why people can't have everything they want using classroom and school examples.</p> <p>b. identifying natural and human productive resources in schools.</p> <p>c. explaining why natural and human productive resources are limited in schools.</p>	Week 29: Needs and Wants
(E) 3.2	<p>Students will analyze decision making by:</p> <p>a. determining that people make choices because of limited resources.</p> <p>b. identifying that incentives influence the choices we make.</p> <p>c. explaining that the consequences of choices lie in the future.</p> <p>d. identifying choices they have made and the incentives that motivated them.</p> <p>e. identifying the consequences of choices made in their past.</p>	Week 32: Spending and Saving
(E) 3.3	<p>Students will analyze trade by:</p> <p>a. 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"> b. explaining that people benefit when they trade voluntarily. c. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. 	
(E) 3.4	Students will analyze choices made regarding career paths by: <ul style="list-style-type: none"> a. identifying jobs and careers in their community. b. inquiring about choices that were made in order for people in their community to have certain jobs and careers. c. identifying the personal characteristics and interests that are needed for certain jobs and careers. 	Week 31: Jobs
(H) History		
(H) 4.1	Students will analyze change over time in school by: <ul style="list-style-type: none"> a. analyzing school schedules to determine past, present, and future. b. classifying activities of the day, week, and month according to themes. c. constructing personal timelines that show events from the past, present, and dreams for the future. 	Week 20: Calendars Week 21: Words About Time Week 22: Changes Over Time
(H) 4.2	Students will analyze life in the past by: <ul style="list-style-type: none"> a. analyzing photographs, images, and text from schools in the past. b. comparing images and text descriptions of schools from the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources. 	Week 23: History Week 24: Life Long Ago and Today Week 26: Transportation Over Time

Standards		Weekly Issues
(C) Civics		
(C) 1.1	Students will be able to explain the importance of community by: <ul style="list-style-type: none"> a. identifying communities that are unique and common to students. b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community. 	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
(C) 1.2	Students will be able to explain the importance of leaders by: <ul style="list-style-type: none"> a. identifying leaders in the classroom, school, home, and community. b. explaining the purpose and responsibilities of a leader to promote the common good. c. describing the characteristics of a good leader. 	Week 2: Authority Figures Week 6: Founders Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
(C) 1.3	Students will be able to describe the importance of cooperation by: <ul style="list-style-type: none"> a. defining cooperation as the efforts made by a group of people to meet a common goal. b. analyzing examples of how cooperation helps accomplish tasks at home and school. c. identifying common goals of the school community. d. explaining why school goals cannot be reached by individuals alone. 	Week 6: Founders Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
(C) 1.4	Students will analyze community problem solving by: <ul style="list-style-type: none"> a. analyzing a community problem and creating potential solutions for the common good. b. identifying how multiple perspectives in a community can complicate conflict resolution. 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. d. voting on possible solutions for community problems. 	Week 4: Government Week 5: Government Services Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
(C) 1.5	Students will be able to explain the importance of civic engagement by: <ul style="list-style-type: none"> a. defining civic engagement as being an active learner and participating in the community. b. identifying how students can be civically engaged in the classroom, home, school, and community. c. comparing tools of communication that are used to be an active participant in the community. d. describing how people impact their community by being civically engaged. 	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
(G) Geography		
(G) 2.1	Students will be able to explain how location makes their community unique by: <ul style="list-style-type: none"> a. applying cardinal directions on maps, globes, GPS, and Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and globe. d. locating key physical features and human-made features in their school community using maps and other geographic tools. 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). f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community 	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
(G) 2.2	Students will analyze the human and environmental interactions in their school community by: <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment. 	Week 17: Human Characteristics of a Place Week 18: Adapting to Our Environment Week 19: Geography of Our Community
(G) 2.3	Students will describe how transportation and communication link people and places by the movement of goods and ideas by: <ul style="list-style-type: none"> a. explaining how transportation links goods and people both near and far. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas in their community that come from both near and far. 	Week 18: Adapting to Our Environment Week 19: Geography of Our Community
(E) Economics		
(E) 3.1	Students will analyze the role of scarcity in their life by: <ul style="list-style-type: none"> a. explaining why limited productive resources create scarcity. b. identifying natural and human productive resources in schools. c. explaining why natural and human productive resources are limited in schools. 	Week 28: Economics Week 29: Economic Choices
(E) 3.2	Students will analyze trade by: <ul style="list-style-type: none"> a. identifying goods and services that are provided by a school and local businesses. b. identifying barter as a form of trade. c. explaining that people benefit when they trade voluntarily. d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. 	Week 27: Needs and Wants Week 30: Jobs Week 31: Workers Contribute to the Economy

Standards		Weekly Issues
(E) 3.3	Students will analyze decision making by: a. determining that people make choices because of limited resources. b. identifying that incentives influence the choices we make. c. explaining that the consequences of choices lie in the future. d. identifying trade-offs as the options that people give up when they make a choice.	Week 29: Economic Choices Week 30: Jobs Week 31: Workers Contribute to the Economy Week 32: Spending and Saving
(E) 3.4	Students will analyze borrowing and lending by: a. identifying times when people borrow and lend goods or services. b. determining that people lend goods and services to help others and to benefit. c. explaining potential risks and benefits associated with lending and borrowing. d. explaining the importance of paying back borrowed goods and services to the lender.	Week 27: Needs and Wants Week 28: Economics Week 29: Economic Choices
(H) History		
(H) 4.1	Students will analyze change over time by: a. analyzing school schedules to determine past, present, and future. b. classifying activities of the day according to themes. c. constructing personal timelines that show events from the past, present, and dreams for the future.	Week 20: Calendars Week 21: Changes Over Time
(H) 4.2	Students will analyze life in the past by: a. analyzing photographs, images, and text from schools in the past. b. comparing images and text descriptions of schools from the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.	Week 22: History Week 23: Life Long Ago and Today Week 24: Communication Over Time

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

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

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

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

Standards		Weekly Issues
Inquiry		
	The inquiry weeks can be used with all standards across the framework.	Week 1: Developing Inquiries Week 3: Examining Evidence and Communicating Conclusion Week 4: Taking Action Week 5: Engage in Your Own Inquiry
(C) Civics		
(C) 1.1	Students will analyze civic virtue by: 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
(C) 1.2	Students will analyze the local, state, and national levels of government by: 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
(C) 1.3	Students will address local community issues by: 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
(EG) Economics and Geography		
(EG) 2.1	<p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> a. identifying goods and services bought and sold in Maryland. b. identifying ways that people use the physical environment for buying and selling goods and services. c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. e. identifying the risk and rewards of entrepreneurship. f. evaluating local and state laws that impact business owners in Maryland. 	<p>Week 14: Thinking Like a Geographer Week 20: Water Is a Natural Resource Week 29: Producers and Consumers Week 30: Interdependence</p>
(EG) 2.2	<p>Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play. 	<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>
(EG) 2.3	<p>Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers. d. comparing perspectives of various communities toward the natural environment. e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment. 	<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>
(H) History		
(H) 3.1	<p>Students will analyze early regional cultural groups by:</p> <ul style="list-style-type: none"> a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. b. developing timelines showing settlement of various cultural 	<p>Week 22: Timelines Week 24: Communities Over Time</p>

Standards		Weekly Issues
	<p>groups in Maryland.</p> <p>c. 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>d. contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.</p>	
(H) 3.2	<p>Students will analyze influences of early cultural groups by:</p> <p>a. analyzing photographs, images, and text from the past to learn about key historical figures.</p> <p>b. interpreting evidence of the past to make claims about how individuals and groups shaped their region.</p> <p>c. comparing maps of settlement patterns from the past and today.</p> <p>d. 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>

Standards		Weekly Issues
(CG) Civics		
(CG) A.1	Trace how the political structure in early Maryland developed and changed over time a. 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 b. Explain the importance of the Office of the Governor and the Court of Appeals c. Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates	none
(CG) A.2	Analyze the documents, and democratic ideas that developed in the <i>Maryland Colony</i> a. Analyze how colonial law influenced individuals in <i>Maryland</i> and other colonies, such as indentured servants' contracts, Tolerance Acts of 1649, <i>Maryland Charter of 1632</i> b. Describe how the <i>Maryland State Constitution</i> includes democratic principles and values	Week 2- Important Documents
(CG) A.3	Analyze the role of Maryland government regarding public policy and issues a. Analyze perspectives and policies in Maryland regarding historic and current public issues b. Explain the effect that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land use	none
(CG) B.1	Analyze how individuals and groups contributed to the political system in Maryland a. Describe the contributions of 17th century English settlers who influenced the early political structure 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	Week 26- The Road to Revolution
(CG) B.2	Defend the importance of civic participation as a citizen of Maryland a. Identify various sources of information that are available to citizens to make political decisions b. Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering	Week 1- Government Week 4- Citizens
(CG) C.1	Describe rights and responsibilities of being a citizen in	Week 2- Important Documents

Standards		Weekly Issues
	<p><i>Maryland</i></p> <p>a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important</p> <p>b. <i>Describe the role of Maryland state judiciary system</i></p>	Week 4- Citizens
(CG) C.2	<p>Explain how <i>Maryland</i> government protects the rights of individuals and groups</p> <p>a. Describe the rule of law and explain how it impacts individuals and groups</p> <p>b. Describe the balance between private life and government in providing order and protecting rights</p>	<p>Week 1- Government</p> <p>Week 2- Important Documents</p> <p>Week 3- Bill of Rights</p>
(C) Peoples of the Nations and World		
(C) A.1	<p>Describe the various cultures of early societies of Maryland</p> <p>a. Define how culture influences people</p> <p>b. <i>Describe the social, political and religious character of the earliest colonies</i></p> <p>c. Examine and describe the unique and diverse cultures of early native American societies</p> <p>d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</p>	<p>Week 11- Culture</p> <p>Week 21- The Vibrant Societies of Pre-Columbian North America</p> <p>Week 22- Life in Pre-Columbian North America</p> <p>Week 23- Exploration</p>
(C) B.1	<p>Analyze how Maryland society was influenced by the contributions of people and groups</p> <p>a. <i>Describe the contributions of past Maryland leaders</i></p> <p>b. Describe the contribution of individuals and groups</p>	Week 5- Founders
(C) B.2	<p>Describe cultural characteristics of various groups of people in Maryland</p> <p>a. <i>Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times</i></p> <p>b. Site example of how various cultures borrow and share traditions</p>	Week 11- Culture
(C) C.1	<p>Evaluate how various perspectives of Marylanders can cause compromise and/or conflict</p> <p>a. <i>Describe the differing historical conflicts such as between the Patriots and Loyalists</i></p> <p>b. Investigate the causes of contemporary conflict and compromises</p>	Week 1- Government

Standards		Weekly Issues
(G) Geography		
(G) A.1	<p>Use geographic tools to locate places and describe the human and physical characteristics of those places</p> <p>a. Construct and interpret a variety of maps using map elements</p> <p>b. Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States</p> <p>c. <i>Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</i></p> <p>d. Identify and locate natural/physical features and human-made features of the United States</p>	<p>Week 6- Five Themes of Geography</p> <p>Week 7- Map Skills</p> <p>Week 8- Place</p>
(G) B.1	<p>Describe similarities and differences of regions by using geographic characteristics</p> <p>a. 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</p> <p>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</p> <p>c. <i>Describe how geographic characteristics of a place or region change over time and affect the way people live and work</i></p>	<p>Week 6- Five Themes of Geography</p> <p>Week 8- Place</p> <p>Week 11- Culture</p> <p>Week 13- Regions of the United States</p>
(G) C.1	<p>Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States</p> <p>a. Explain how geographic characteristics influenced settlement patterns Maryland and the United States</p> <p>b. Explain how changes in transportation and communication led to the growth and development of towns and cities in <i>Maryland</i> and United States</p> <p>d. Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and <i>within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal</i></p> <p>e. Identify the reasons for the movement of peoples to, from, and within <i>Maryland</i> and the United States</p>	<p>Week 10- Movement</p>
(G) D.1	<p>Describe how people adapt to, modify and impact the natural environment</p> <p>a. <i>Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter</i></p>	<p>Week 6- Five Themes of Geography</p> <p>Week 9- Human Environment Interaction</p>

Standards		Weekly Issues
	b. Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution <i>d. Describe how land use and urban growth are influenced by governmental decisions</i>	
(E) Economics		
(E) A.1	Explain that people must make choices because resources are limited relative to economic wants for goods and services in <i>Maryland</i> , past and present a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments	Week 13- Regions of the United States Week 16- Economic Principles Week 17- Personal Finance
(E) A.2	Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers	Week 15- Resources Week 16- Economic Principles
(E) A.3	<i>Explain how technological changes have affected production and consumption in Maryland</i> <i>a. Describe how changes in technology, such as refrigeration, impacted the lives of consumers</i> <i>b. Describe how entrepreneurship inspired technological changes and affected business productivity</i>	none
(E) A.4	4. Describe regional economic specialization in Maryland and the ways people live and work a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore b. Describe how specialization results in the interdependence of people	Week 16- Economic Principles
(E) B.1	<i>Describe the types of economic systems in Maryland</i> <i>a. Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families</i> <i>b. Give examples of the kinds of goods and services produced in Maryland during different historical periods</i>	none
(E) B.2	Describe the role of government in regulating economic activity and providing goods and services a. Give examples of how governments' decision making affect	Week 16- Economic Principles Week 17- Personal Finance

Standards		Weekly Issues
	<p>economic growth and the ability to provide jobs and provide services</p> <p>b. Explain how local and state governments <i>in Maryland</i> provide goods and services and are paid for by taxes</p> <p>c. Give examples of government's rules and laws that affect how people in businesses work such as requiring licenses to drive and regulating resources</p>	
(E) B.3	<p>Examine the progression from a barter system to a money economy in Colonial America</p> <p>a. Give examples of barter exchanges of goods and services in <i>Maryland</i></p> <p>b. Give examples of contemporary money exchanges</p>	Week 16- Economic Principles
(H) History		
(H) A.1	<p>Analyze the chronology and significance of key historical events leading to early settlement in <i>Maryland</i></p> <p>a. Explain how and why the <i>Maryland</i> colony was established, including political and economic motives for coming to the new world</p> <p>b. Compare the development of places and regions, such as St. Mary's City, Western Maryland, Kent Island, and Annapolis</p> <p>c. Describe the establishment of slavery and how it shaped life in <i>Maryland</i></p>	none
(H) A.2	<p>Compare Native American societies in Maryland before and after European colonization</p> <p>a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians</p> <p>b. Describe Native American societies indigenous to Maryland after European contact</p>	<p>Week 21- The Vibrant Societies of Pre-Columbian North America</p> <p>Week 22- Life in Pre-Columbian North America</p> <p>Week 23- Exploration</p> <p>Week 25- French and Indian War</p>
(H) C.1	<p>Examine the consequences of interactions among groups and cultures in <i>Maryland</i></p> <p>a. Describe <i>Maryland</i> colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>	<p>Week 24- Colonization</p> <p>Week 25- French and Indian War</p> <p>Week 26- Road to Revolution</p> <p>Week 27- American Revolution Part 1</p> <p>Week 28- American Revolution Part 2</p>
(H) C.2	<p>Explain the political, cultural, economic and social changes in <i>Maryland</i> during the early 1800s</p> <p>a. Describe <i>Maryland's</i> role in the War of 1812</p> <p>b. Describe the importance of changes in industry, transportation, education, rights and freedoms in <i>Maryland</i>, such as roads and canals, slavery, B&O railroad, the National</p>	Week 30- War and Westward Expansion

Standards		Weekly Issues
	Road, immigration, public schools, and religious freedoms	
(H) C.3	<p><i>Analyze regional differences in the Civil War and its effects on people in Maryland</i></p> <p><i>a. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave</i></p> <p><i>b. Explain why loyalties to the North and the South were divided in Maryland</i></p>	none
(H) C.4	<p><i>Analyze how the institution of slavery impacted individuals and groups in Maryland</i></p> <p><i>a. Compare the lives of slave families and free blacks</i></p> <p><i>b. Describe the anti-slavery movement in Maryland</i></p> <p><i>c. Describe the growth of the Underground Railroad</i></p>	none

Standards		Weekly Issues
	** The 5 week Inquiry Unit can be used with all standards for all units.	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
(DAG) 1.1	Students will examine the distribution of power in the United States Constitution by: <ul style="list-style-type: none"> determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government. assessing the promises set forth in the Preamble. evaluating the principles of separation of powers and checks and balances. critiquing the Great Compromise and Three-Fifths Compromise. identifying scope of powers within branches and levels of government. distinguishing the powers and responsibilities of government on the federal, state, and local levels. evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government. 	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
(DAG) 1.2	Students will examine the implications of the Bill of Rights by: <ul style="list-style-type: none"> analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives. appraising how Maryland's Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer. identifying the purpose and importance of the first ten Amendments of the United States Constitution. exploring how the amendments are exercised in contemporary times in Maryland and the nation. 	Week 29: The Bill of Rights Week 30: The New Nation Week 32: Guided Inquiry: Changes in the United States
(CNEN) 2.1	Students will identify slavery as the central cause of the Civil War by: <ul style="list-style-type: none"> contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture. analyzing Maryland's unique role as a hub for industry and transportation as it contributed to national growth 	

Standards		Weekly Issues
	<p>and sectional conflict.</p> <ul style="list-style-type: none"> comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement. evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery. examining the significance of Maryland's status as a border state in order to explain why there was conflict in Maryland. 	
(CNEN) 2.2	<p>Students will evaluate the effects of the Civil War by:</p> <ul style="list-style-type: none"> explaining the economic, political, and social impact of the war in the North, the South, and in Maryland. analyzing the 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans. evaluating the successes and failures of the Freedmen's Bureau. comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865 – 1900. 	
(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"> evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders. identifying changes in immigration and settlement patterns in Maryland. assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore. 	<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"> analyzing examples of the media upholding a free and democratic society. analyzing how interpretations of First Amendment rights to speech and press have changed over time. developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century. 	<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"> explaining how historical or contemporary local unelected community leaders addressed local needs. describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families. 	<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"> assessing the effectiveness of presidential or 	<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"> 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. 	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"> defining civil rights and their importance to life in the United States. analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people. exploring how federal law, Constitutional amendments and the Supreme Court have extended and protected civil rights. 	

Week	Title	Standards Covered
Unit 0: Teacher Observation and Weekly Support Standards (The following standards are covered in all 36 weeks.)		
All weeks	N/A	<p>LL.EL.RL.1 With modeling and prompting, answer questions about details in a text.</p> <p>LL.EL.RL.2 With modeling and support, retell familiar stories/poems.</p> <p>LL.EL.RL.3 With modeling and support, identify characters, settings and major events in a story</p> <p>LL.EL.RL.4 With modeling and support, answer questions about unknown words in stories and poems.</p> <p>LL.EL.RL.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).</p> <p>LL.EL.RL.6 With modeling and support, identify the role of author and illustrator.</p> <p>LL.EL.RL.7 With modeling and support, tell how the illustrations support the story.</p> <p>LL.EL.RL.9 With modeling and support, compare adventures and experiences of characters in familiar stories.</p> <p>LL.EL.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LL.EL.RI.1 With modeling and support, answer questions about details in an informational text</p> <p>LL.EL.RI.2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p> <p>LL.EL.RI.3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p>LL.EL.RI.4 With modeling and support, answer questions about unknown words in a text</p> <p>LL.EL.RI.5 With modeling and support identify the front cover, and back cover of a book</p>

Week	Title	Standards Covered
		<p>LL.EL.RI.6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p>LL.EL.RI.7 With modeling and support, tell how the illustrations/photographs support the text.</p> <p>LL.EL.RI.8 With modeling and support identify the reasons an author gives to support points in a text.</p> <p>LL.EL.RI.9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p> <p>LL.EL.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LL.EL.RF.1a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p> <p>LL.EL.RF.1b Recognize that spoken words can be written and read.</p> <p>LL.EL.RF.1c Understand that words are separated by spaces in print.</p> <p>LL.EL.RF.1d Recognize and name some upper and lowercase letters of the alphabet.</p> <p>LL.EL.RF.2a Recognize rhyming words in spoken language.</p> <p>LL.EL.RF.2b Identify and isolate individual words in a spoken sentence.</p> <p>LL.EL.RF.2c Count, pronounce, blend, and segment syllables in spoken words.</p> <p>LL.EL.RF.2d Blend and segment onsets and rimes of single syllable spoken words.</p> <p>LL.EL.RF.2e Isolate and pronounce the initial sound in spoken words.</p> <p>LL.EL.RF.2f Orally blend and segment individual phonemes in two- to-three phoneme words.</p> <p>LL.EL.RF.3a Recognize that words are made up of letters and their sounds.</p> <p>LL.EL.RF.3b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.</p>

Week	Title	Standards Covered
		<p>LL.EL.RF.3c Recognize name in print as well as some environmental print (symbols/words).</p> <p>LL.EL.RF.4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.</p> <p>LL.EL.W.1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p>LL.EL.W.2 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p> <p>LL.EL.W.3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p> <p>LL.EL.W.5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p>LL.EL.W.6 With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p>LL.EL.W.7 Participate in shared research and shared writing projects.</p> <p>LL.EL.W.8 With modeling and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p>LL.EL.SL.1 Participate in collaborative conversations with diverse partners about EL topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). b. During scaffolded conversations, continue a conversation through multiple exchanges. <p>LL.EL.SL.2 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>LL.EL.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

Week	Title	Standards Covered
		<p>LL.EL.SL.4 Describe familiar people, places, things, and events with modeling and support.</p> <p>LL.EL.SL.5 Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p>LL.EL.SL.6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>LL.EL.L.1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p> <ul style="list-style-type: none"> a. Print upper and lowercase letters in first name. b. Use frequently occurring nouns and verbs. c. Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). d. Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). e. Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce complete sentences in shared language activities. <p>LL.EL.L.2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p> <ul style="list-style-type: none"> a. Recognize that their name begins with a capital letter. b. Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). c. Use letter-like shapes, symbols, letters, and words to convey meaning. d. Develop fine motor skills necessary to control and sustain handwriting. <p>LL.EL.L.4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</p> <p>LL.EL.L.5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week	Title	Standards Covered
		<p>c. Identify real life connections between words and their use (e.g., note objects in the classroom that are small).</p> <p>LL.EL.L.6 Use words and phrases acquired through conversation, being read to, and responding to text.</p> <p>PE.EL.S.A.1 Fundamental Movement-Show fundamental movement skills.</p> <p>PE.EL.S.B.1 Creative Movement-Show creative movement.</p> <p>PE.EL.S.C.1 Skill Themes-Show skill themes.</p> <p>PE.EL.BPA.1 Effects on Objects-Identify ways that people and objects move.</p> <p>PE.EL.BPB.1 Balance-Identify balance through movement</p> <p>PE.EL.M.A.1 Appropriate Practices-Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>PE.EL.M.B.1 Corrective Feedback-Identify the importance of corrective feedback on performance.</p> <p>PE.EL.EPC.1 Components of Fitness-Identify the components of fitness.</p> <p>PE.EL.EPF.1 Exercise Adherence-Recognize the factors influencing daily physical activity.</p> <p>PE.EL.PA.A.1 Aerobic Fitness-Identify and show individual aerobic capacity/cardio-respiratory fitness.</p> <p>PE.EL.PA.B.1 Muscular Strength and Endurance-Identify and show activities for muscular strength and muscular endurance.</p> <p>PE.EL.PA.C.1 Flexibility-Identify and show activities for flexibility.</p> <p>FA.EL.MP.1 Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>FA.EL.MP.2 Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>FA.EL.MP.3 Respond to music through movement.</p>

Week	Title	Standards Covered
		<p>FA.EL.MP.4 Experiment with standard and individually created symbols to represent sounds.</p> <p>FA.EL.MH.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p> <p>FA.EL.MH.3 Explore the relationship of music to dance, theater, the visual arts and other disciplines.</p> <p>FA.EL.MC.1 Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>FA.EL.TH.1 Express a range of responses to a variety of stimuli.</p> <p>FA.EL.VAP.3 Experiment with the elements of art and principles of design to develop personally meaningful compositions.</p> <p>FA.EL.VAH.1 Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>FA.EL.VAC.1 Create images and forms from observation, memory, imagination, and feelings.</p> <p>SF.EL.SE.A1 Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).</p> <p>SF.EL.SE.A2 Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next</p> <p>SF.EL.SE.B1 Shows interest in leading activities and taking responsibility during cleanup activities.</p> <p>SF.EL.SE.B2 Begins identifying when things are not put away in designated areas.</p> <p>SF.EL.SE.B3 Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p> <p>SF.EL.ER.A1 Communicates negative and positive emotions verbally and responds to teacher prompts or directions.</p>

Week	Title	Standards Covered
		<p>SF.EL.ER.A2 Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.</p> <p>SF.EL.ER.A3 Seeks adult assistance for classmates who need support.</p> <p>SF.EL.ER.A4 Shows concern for peers who are upset or hurt.</p> <p>SF.EL.ER.B1 Has one or more special friendships.</p> <p>SF.EL.ER.B2 Initiates interactions (e. g., talking, playing).</p> <p>SF.EL.ER.B3 Shares materials and equipment with other children with adult modeling and support.</p> <p>SF.EL.ER.C1 Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).</p> <p>SF.EL.ER.C2 Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?"). D. Shows Ability to Resolve Conflicts</p> <p>SF.EL.ER.D1 Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn").</p> <p>SF.EL.ER.D2 Seeks adult help when solving interpersonal conflicts.</p> <p>SF.EL.ER.D3 Discusses possible solutions with peers with adult assistance.</p> <p>SF.EL.ER.D4 Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).</p> <p>SF.EL.EF.A1 Avoids imitating the negative behavior of peers with minimal prompting from adults.</p> <p>SF.EL.EF.A2 Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).</p> <p>SF.EL.EF.A3 Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.</p>

Week	Title	Standards Covered
		<p>SF.EL.EF.A4 Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).</p> <p>SF.EL.EF.A5 Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.</p> <p>SF.EL.EF.B1 Independently waits for an object without grabbing most of the time.</p> <p>SF.EL.EF.B2 Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).</p> <p>SF.EL.EF.B3 Can wait for a highly desired food or object, although may occasionally need reminders.</p> <p>SF.EL.EF.C1 Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.</p> <p>SF.EL.EF.D1 Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, "I'll play with you later. I want to finish this").</p> <p>SF.EL.EF.D2 Capable of sustaining focus on longer-term or complex projects, with support from an adult.</p> <p>SF.EL.EF.D1 Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).</p> <p>SF.EL.EF.E2 May need a reminder to return to an earlier task after an interruption</p> <p>SF.EL.WM.A1 Can remember recent events in a story and use this information to shape predictions and questions.</p> <p>SF.EL.WM.A2 Will frequently consider a couple of possibilities before making a choice.</p>

Week	Title	Standards Covered
		<p>SF.EL.WM.A3 Can remember and follow multiple classroom rules with visual and auditory cues.</p> <p>SF.EL.WM.A4 Can remember and follow two-step directions without prompting.</p> <p>SF.EL.WM.A5 Can hold in mind the comments of peers and respond appropriately during a short class discussion.</p> <p>SF.EL.WM.A6 Can keep track of a few different objects for short periods of time.</p> <p>SF.EL.WM.A7 Can enjoy more complex memory games with more cards or objects.</p> <p>SF.EL.CF.A1 Can independently sustain a character in pretend play for ten minutes or longer.</p> <p>SF.EL.CF.A2 Can switch roles in dramatic play.</p> <p>SF.EL.CF.A3 Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p> <p>SF.EL.CF.A4 Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).</p> <p>SF.EL.CF.A5 Will often recognize and correct mistakes independently.</p> <p>SF.EL.CF.A6 Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).</p> <p>SF.EL.CF.B1 Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).</p> <p>SF.EL.CF.B2 Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).</p> <p>SF.EL.CF.B3 When in conflict with another child, increasingly able to suggest possible solutions</p> <p>SF.EL.CF.B4 When faced with a problem, can be reminded to slow down and think about what to do.</p>

Week	Title	Standards Covered
		<p>SF.EL.IC.A1 Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").</p> <p>SF.EL.IC.A2 Poses questions to seek explanations about topics of interest with adult support and modeling.</p> <p>SF.EL.IC.A3 Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).</p> <p>SF.EL.IC.A4 Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").</p> <p>SF.EL.IC.B1 Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").</p> <p>SF.EL.IC.B2 Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").</p> <p>SF.EL.IC.B3 Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer created game or activity, tries to dress a new doll or builds a new construction toy).</p> <p>SF.EL.IC.C1 When prompted, initiates plan of activities.</p> <p>SF.EL.IC.C2 Shows interest in leading activities and taking responsibility during cleanup activities.</p> <p>SF.EL.IC.C3 Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p> <p>SF.EL.IC.C4 Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).</p> <p>SF.EL.DPA1 Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>SF.EL.DPA2 Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p>

Week	Title	Standards Covered
		<p>SF.EL.DP.A3 Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).</p> <p>SF.EL.DP.B1 Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.</p> <p>SF.EL.DP.B2 Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.</p> <p>SF.EL.DP.B3 Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).</p> <p>SF.EL.C.A1 Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").</p> <p>SF.EL.C.A3 Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.</p> <p>SF.EL.C.A4 Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").</p> <p>SF.EL.C.A5 Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!").</p> <p>SF.EL.RR.A1 Helps to create classroom rules.</p> <p>SF.EL.RR.A2 Responds to teacher directions or signals consistently.</p> <p>SF.EL.RR.A3 Takes initiative with assigned or chosen tasks relating to classroom routines.</p> <p>SF.EL.RR.A4 Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).</p> <p>SF.EL.RR.A5 Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.</p> <p>SF.EL.RRE.A1 Takes and gives cues to other children during transition and models their appropriate behavior with adult support.</p>

Week	Title	Standards Covered
		<p>SF.EL.RRE.A2 Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.</p> <p>SF.EL.RRE.B1 Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.</p> <p>SF.EL.RRE.B2 Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).</p> <p>SF.EL.RRE.B3 Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.</p> <p>SF.EL.RRE.C1 Helps with clean up after activities with prompting.</p> <p>SF.EL.RRE.C2 Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).</p> <p>SF.EL.RRE.C3 Recognizes and is responsible for returning items to appropriate location with prompting.</p> <p>SF.EL.RRE.C4 Begins identifying when things are not put away in designated areas.</p> <p>SF.EL.SR.A1 Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p> <p>SF.EL.SR.A2 Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).</p> <p>SF.EL.SR.B1 Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p> <p>SF.EL.SR.B2 Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p> <p>SF.EL.SR.B3 Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p>

Week	Title	Standards Covered
		<p>SF.EL.SR.C1 Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color).</p> <p>SF.EL.SR.C2 Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.</p>
Unit 1: Me and My Community		
1	School Rules/ Manners	<p>SS.EL.1.3 Students will examine the role of conflict and compromise by: identifying school or community conflicts that require working with groups to resolve.</p> <p>SS.EL.1.4 Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</p> <p>SS.EL.1.5 Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.</p> <p>SS.EL.1.6 Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.</p> <p>SS.EL.1.7 Students will analyze 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.</p> <p>SS.EL.1.8 Students will analyze how groups and people in authority use rules to promote the common good by: comparing rules at home, school, and community.</p> <p>SS.EL.1.10 Students will analyze 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.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.1 Match like (congruent and similar) shapes</p>

Week	Title	Standards Covered
		<p>M.EL.G.2 Group the shapes by attributes</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
2	All About Me	<p>SS.EL.1.1 Students will examine the concept of freedom by: defining freedom as being able to choose what your life looks like without interference from others.</p> <p>SS.EL.1.4 Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</p> <p>SS.EL.1.6 Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p>

Week	Title	Standards Covered
		<p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>FA.EL.VAH.2 Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.</p>
3	Feelings	<p>SS.EL.1.1 Students will examine the concept of freedom by: defining freedom as being able to choose what your life looks like without interference from others.</p> <p>SS.EL.1.3 Students will examine the role of conflict and compromise by: identifying school or community conflicts that require working with groups to resolve.</p> <p>SS.EL.1.4 Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</p> <p>SS.EL.1.5 Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.</p> <p>SS.EL.1.6 Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.</p> <p>SS.EL.1.7 Students will analyze 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.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p>

Week	Title	Standards Covered
		<p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>FA.EL.TC.1 Use a variety of theatrical elements to communicate ideas and feelings.</p>
4	Family and Friends	<p>SS.EL.1.2 Students will examine the concept of freedom by: defining equality as the same freedoms that are held by all people.</p> <p>SS.EL.1.4 Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</p> <p>SS.EL.1.5 Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.</p> <p>SS.EL.1.6 Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.</p> <p>SS.EL.1.8 Students will analyze how groups and people in authority use rules to promote the common good by: comparing rules at home, school, and community.</p> <p>SS.EL.1.9 Students will analyze how groups and people in authority use rules to promote the common good by: explaining why rules are different based on location.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>

Week	Title	Standards Covered
		<p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.1 Match like (congruent and similar) shapes</p> <p>M.EL.G.2 Group the shapes by attributes</p> <p>M.EL.G.3 Match and sort three- dimensional shapes.</p> <p>M.EL.G.4 Describe three-dimensional objects using attributes.</p>
5	In the Neighborhood	<p>SS.EL.1.4 Students will examine the role of conflict and compromise by: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution.</p> <p>SS.EL.1.5 Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.</p> <p>SS.EL.1.6 Students will examine the role of conflict and compromise by: exploring how compromise is used in civic life at home, school, and community.</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.1 Match like (congruent and similar) shapes</p>

Week	Title	Standards Covered
		<p>M.EL.G.2 Group the shapes by attributes</p> <p>M.EL.G.5 Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p>
6	Workers and Helpers	<p>SS.EL.1.7 Students will analyze 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.</p> <p>SS.EL.1.8 Students will analyze how groups and people in authority use rules to promote the common good by: comparing rules at home, school, and community.</p> <p>SS.EL.1.9 Students will analyze how groups and people in authority use rules to promote the common good by: explaining why rules are different based on location.</p> <p>SS.EL.3.6 Students will analyze choices made regarding career paths by: identifying jobs and careers in their community.</p> <p>SS.EL.3.7 Students will analyze choices made regarding career paths by: identifying the personal characteristics and interests that are needed for certain jobs and careers.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p>

Week	Title	Standards Covered
		<p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
7	Staying Healthy	<p>SS.EL.3.2 Students will analyze decision making by: determining that people make choices because of limited resources.</p> <p>S.EL.SP.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>H.EL.NF.A.1 Responses to Food-Identify the relationship between food and the senses.</p> <p>H.EL.NF.E.1 Food & Health 1. Recognize the relationship between food and health.</p>

Week	Title	Standards Covered
		<p>PE.EL.EPA.1 Effects of Physical Activity on the Body-Identify the effects of physical activity on the body systems.</p> <p>PE.EL.EPD.1 Benefits of Physical Activity-Recognize the benefits of physical activity.</p> <p>PE.EL.EPE.1 Nutrition and Physical Activity-Recognize the relationship between nutrition and physical activity.</p>
8	Staying Safe	<p>SS.EL.1.3 Students will examine the role of conflict and compromise by: identifying school or community conflicts that require working with groups to resolve.</p> <p>H.EL.S.A.1 Emergencies-Recognize how to respond appropriately to emergency situations.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
9	Maps	<p>SS.EL.2.1 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.</p> <p>SS.EL.2.2 Students will explain what makes their school special using geographic terms by: describing the location of the school in relation to other locations near and far away.</p> <p>SS.EL.2.4 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.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p>

Week	Title	Standards Covered
		<p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.1 Demonstrate knowledge of dances from a variety of cultures.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
Unit 2: The Big World Around Me		
10	Land and Water	<p>SS.EL.2.1 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.</p> <p>SS.EL.2.2 Students will explain what makes their school special using geographic terms by: describing the location of the school in relation to other locations near and far away.</p> <p>SS.EL.2.3 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.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p>

Week	Title	Standards Covered
		<p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SPB.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
11	Living Things	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>

Week	Title	Standards Covered
		<p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SPB.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SPD.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SPD.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.ES.C.1 Observe, describe and compare different kinds of animals and their offspring.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p>
12	Outer Space	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>

Week	Title	Standards Covered
13	Giving Thanks	<p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
14	The Sun and Moon	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>

Week	Title	Standards Covered
		<p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
15	Weather and Seasons	<p>SS.EL.2.3 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.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.E.1 Describe the weather using observations.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>PE.EL.EPA.1 Effects of Physical Activity on the Body-Identify the effects of physical activity on the body systems.</p> <p>PE.EL.EPD.1 Benefits of Physical Activity-Recognize the benefits of physical activity.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>

Week	Title	Standards Covered
Unit 3: Celebrating Winter		
16	Wintertime	<p>SS.EL.2.3 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.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p>

Week	Title	Standards Covered
		<p>S.EL.SPD.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
17	Celebrations	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>

Week	Title	Standards Covered
		<p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.E.1 Describe the weather using observations.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.1 Demonstrate knowledge of dances from a variety of cultures.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>

Week	Title	Standards Covered
18	Stories From Around the World	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>MEL.OA.1 Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).</p> <p>M.EL.OA.2 Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p>
19	All Together Now	<p>SS.EL.1.5 Students will examine the role of conflict and compromise by: explaining the role of authority in promoting compromise and how it can resolve conflict.</p>

Week	Title	Standards Covered
		<p>SS.EL.1.7 Students will analyze 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.</p> <p>SS.EL.1.10 Students will analyze 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.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.2 Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p>

Week	Title	Standards Covered
		<p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.1 Demonstrate knowledge of dances from a variety of cultures.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
Unit 4: Different People and Places		
20	Many Cultures	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.6 Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>

Week	Title	Standards Covered
		<p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p>
21	Past, Present, and Future	<p>SS.EL.4.1 Students will analyze change over time by: defining a historian as someone who learns about the past.</p> <p>SS.EL.4.2 Students will analyze change over time by: applying chronology to daily and weekly schedules.</p> <p>SS.EL.4.3 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.</p> <p>SS.EL.4.4 Students will utilize the tools of the historian by: analyzing photographs of familiar objects like toys and technology from the past.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p>

Week	Title	Standards Covered
		<p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.1 Demonstrate knowledge of dances from a variety of cultures.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
22	Going Places	<p>SS.EL.2.5 Students will describe how transportation and communication link people and places by: explaining how transportation is used to move people from place to place.</p> <p>SS.EL.2.6 Students will describe how transportation and communication link people and places by: identifying means of transportation available both in their community and beyond.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p>

Week	Title	Standards Covered
		<p>M.EL.G.1 Match like (congruent and similar) shapes</p> <p>M.EL.G.2 Group the shapes by attributes</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
23	Symbols of Unity	<p>SS.EL.1.1 Students will examine the concept of freedom by: defining freedom as being able to choose what your life looks like without interference from others.</p> <p>SS.EL.1.2 Students will examine the concept of freedom by: defining equality as the same freedoms that are held by all people.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.1 Match like (congruent and similar) shapes</p> <p>M.EL.G.2 Group the shapes by attributes</p> <p>M.EL.G.3 Match and sort three- dimensional shapes.</p> <p>M.EL.G.4 Describe three-dimensional objects using attributes.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
24	Look, Explore, Learn	<p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
25	Solving Problems	<p>SS.EL.1.7 Students will analyze 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.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p>

Week	Title	Standards Covered
		<p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
26	A World of Things	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.2 Group the shapes by attributes</p> <p>M.EL.G.3 Match and sort three- dimensional shapes.</p> <p>M.EL.G.4 Describe three-dimensional objects using attributes.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
27	Forces and Motion	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
28	Life Cycles	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>MEL.OA.1 Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p>

Week	Title	Standards Covered
		<p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.ES.C.1 Observe, describe and compare different kinds of animals and their offspring.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>FA.EL.DP.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>FA.EL.DP.2 Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>FA.EL.DP.3 Respond to dance through observation, experience, and analysis.</p> <p>FA.EL.DH.2 Relate dance to history, society, and personal experience.</p> <p>FA.EL.DH.3 Demonstrate understanding of the relationships between and among dance and other content areas</p> <p>FA.EL.DC.1 Develop the ability to improvise dance.</p> <p>FA.EL.DC.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p>
Unit 5: Growth and Change in Nature		
29	Springtime	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.1 Describe measurable attributes of objects, such as length or weight.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p>
30	Making, Buying, and Selling	<p>SS.EL.3.1 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.</p> <p>SS.EL.3.2 Students will analyze decision making by: determining that people make choices because of limited resources.</p> <p>SS.EL.3.3 Students will analyze trade by: identifying barter as a form of trade.</p> <p>SS.EL.3.4 Students will analyze trade by: explaining that people benefit when they trade voluntarily.</p> <p>SS.EL.3.5 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.</p> <p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>M.EL.G.1 Match like (congruent and similar) shapes</p> <p>M.EL.G.2 Group the shapes by attributes</p> <p>H.EL.NF.E.1 Food & Health 1. Recognize the relationship between food and health.</p> <p>PE.EL.EPE.1 Nutrition and Physical Activity-Recognize the relationship between nutrition and physical activity.</p>
31	Jobs and Money	<p>M.EL.CC.1 Count verbally to ten by ones</p>

Week	Title	Standards Covered
		<p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.2 Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p>
32	Farms and Food Sources	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p>

Week	Title	Standards Covered
		<p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SPD.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SPD.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.ES.C.1 Observe, describe and compare different kinds of animals and their offspring.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>H.EL.NF.E.1 Food & Health 1. Recognize the relationship between food and health.</p>

Week	Title	Standards Covered
		PE.EL.EPE.1 Nutrition and Physical Activity-Recognize the relationship between nutrition and physical activity.
33	Habitats	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.6 Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.MD.2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.B.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.ES.C.1 Observe, describe and compare different kinds of animals and their offspring.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p>
34	Awesome Animals	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.3 Identify written numerals 0-10.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>M.EL.CC.6 Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p>

Week	Title	Standards Covered
		<p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p> <p>M.EL.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p> <p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SPB.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p> <p>S.EL.SPC.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SPD.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SPD.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p> <p>S.EL.ES.A.1 Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>S.EL.ES.C.1 Observe, describe and compare different kinds of animals and their offspring.</p> <p>S.EL.C.A.1 Use evidence from investigations to describe the observable properties of a variety of objects.</p>
35	Patterns	<p>M.EL.MD.3 Sort objects into self selected and given categories.</p> <p>M.EL.MD.4 Compare categories using words such as more or same.</p> <p>S.EL.SPA.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>S.EL.SPB.1 Applying Evidence and Reasoning-People are more likely to believe your ideas if you can give good reasons for them.</p>

Week	Title	Standards Covered
		<p>S.EL.SP.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>S.EL.SP.D.1 Design and make things with simple tools and a variety of materials.</p> <p>S.EL.SP.D.2 Practice identifying the parts of things and how one part connects to and affects another.</p> <p>S.EL.SP.D.3 Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p>
36	What's Next?	<p>M.EL.CC.1 Count verbally to ten by ones</p> <p>M.EL.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>M.EL.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>M.EL.CC.4b Recognize that the last number name said tells the number of objects counted.</p> <p>M.EL.CC.4c Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>M.EL.CC.7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>

Unit 1: Communities		
1	I Am a Member of a Community	<p>(C) 1.2 Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. e. exploring how compromise is used in civic life at home, school and community. f. creating an action plan for how compromise could address a school conflict.
2	Authority Figures	<p>(C) 1.2 Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. e. exploring how compromise is used in civic life at home, school and community. f. creating an action plan for how compromise could address a school conflict.
3	What Are Rules?	<p>(C) 1.3 Students will analyze the purpose of rules by:</p> <ul style="list-style-type: none"> a. explaining that rules serve to support order and protect individual rights. b. comparing rules at home, school and community. c. explaining why rules are different based on location. d. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice. e. creating a list of rules to support a just classroom. f. evaluating classroom rules for their ability to promote freedom, equality and equity
4	What Are Laws?	<p>(C) 1.2 Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict.

		<p>e. exploring how compromise is used in civic life at home, school and community.</p> <p>f. creating an action plan for how compromise could address a school conflict.</p>
Unit 2: Civics and Government		
5	Government	<p>(C) 1.2 Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. e. exploring how compromise is used in civic life at home, school and community. f. creating an action plan for how compromise could address a school conflict.
6	Important Documents	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
7	Learning and Working Together	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity. <p>(C) 1.2 Students will examine the role of compromise by:</p> <ul style="list-style-type: none"> a. identifying school or community conflicts that require working with groups to resolve. b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. c. identifying that in the United States, individuals and groups have the ability to address problems in their community. d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. e. exploring how compromise is used in civic life at home, school and community. f. creating an action plan for how compromise could address a school conflict.

		<p>(C) 1.3 Students will analyze the purpose of rules by:</p> <ul style="list-style-type: none"> a. explaining that rules serve to support order and protect individual rights. b. comparing rules at home, school and community. c. explaining why rules are different based on location. d. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice. e. creating a list of rules to support a just classroom. f. evaluating classroom rules for their ability to promote freedom, equality and equity
8	Citizens	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
9	Characteristics of Responsible Citizens	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
Unit 3: Symbols and Celebrations		
10	Patriotism	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
11	National Symbols	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
12	National Patriotic	<p>(C) 1.1 Students will examine the concept of freedom by:</p>

	Holidays	<p>a. defining freedom as being able to choose what your life looks like without interference from others.</p> <p>b. defining equality as the same freedoms that are held by all people.</p> <p>c. defining equity as people having what they need to be successful regardless of their identities.</p> <p>d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.</p>
Unit 4: Geography		
13	Map Skills	<p>(G) 2.1 Students will be able to explain how location makes their community special by:</p> <p>a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and on a globe.</p> <p>d. locating key physical features and human- made features in their school community using maps and other geographic tools.</p> <p>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).</p> <p>f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.</p>
14	Location	<p>(G) 2.1 Students will be able to explain how location makes their community special by:</p> <p>a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and on a globe.</p> <p>d. locating key physical features and human- made features in their school community using maps and other geographic tools.</p> <p>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).</p> <p>f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.</p>
15	Finding Places Around Me	<p>(G) 2.1 Students will be able to explain how location makes their community special by:</p> <p>a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and on a globe.</p> <p>d. locating key physical features and human- made features in their school community using maps and other geographic tools.</p> <p>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,</p>

		<p>east, and west).</p> <p>f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.</p>
16	Physical Characteristics of a Place	<p>(G) 2.1 Students will be able to explain how location makes their community special by:</p> <ul style="list-style-type: none"> a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and on a globe. d. locating key physical features and human- made features in their school community using maps and other geographic tools. 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). f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.
17	Weather	<p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment.
18	Human Characteristics of a Place	<p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment. <p>(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both near and far. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas that make their community special and come from both near and far.
19	My Place on the Map	<p>(G) 2.1 Students will be able to explain how location makes their community special by:</p> <ul style="list-style-type: none"> a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and on a globe. d. locating key physical features and human- made features in their school community using maps and other geographic tools. 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,

		<p>east, and west).</p> <p>f. drawing the school's community using bird's eye view that includes important landmarks in a school or community.</p>
Unit 5: Time and Chronology		
20	Calendars	<p>(H) 4.1 Students will analyze change over time in school by:</p> <ul style="list-style-type: none"> a. analyzing school schedules to determine past, present, and future. b. classifying activities of the day, week, and month according to themes. c. constructing personal timelines that show events from the past, present, and dreams for the future.
21	Words About Time	<p>(H) 4.1 Students will analyze change over time in school by:</p> <ul style="list-style-type: none"> a. analyzing school schedules to determine past, present, and future. b. classifying activities of the day, week, and month according to themes. c. constructing personal timelines that show events from the past, present, and dreams for the future.
22	Changes Over Time	<p>(H) 4.1 Students will analyze change over time in school by:</p> <ul style="list-style-type: none"> a. analyzing school schedules to determine past, present, and future. b. classifying activities of the day, week, and month according to themes. c. constructing personal timelines that show events from the past, present, and dreams for the future.
Unit 6: History		
23	History	<p>(H) 4.2 Students will analyze life in the past by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from schools in the past. b. comparing images and text descriptions of schools from the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.
24	Life Long Ago and Today	<p>(H) 4.2 Students will analyze life in the past by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from schools in the past. b. comparing images and text descriptions of schools from the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.
25	Inventors	
26	Transportation Over Time	<p>(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both near and far. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas that make their community special and come from both near and far. <p>(H) 4.2 Students will analyze life in the past by:</p>

		<ul style="list-style-type: none"> a. analyzing photographs, images, and text from schools in the past. b. comparing images and text descriptions of schools from the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.
Unit 7: Culture		
27	Culture	<p>(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both near and far. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas that make their community special and come from both near and far.
28	Holidays Around the World	<p>(C) 1.1 Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> a. defining freedom as being able to choose what your life looks like without interference from others. b. defining equality as the same freedoms that are held by all people. c. defining equity as people having what they need to be successful regardless of their identities. d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
Unit 8: Economics		
29	Needs and Wants	<p>(E) 3.1 Students will analyze the role of scarcity in their lives by:</p> <ul style="list-style-type: none"> a. explaining why people can't have everything they want using classroom and school examples. b. identifying natural and human productive resources in schools. c. explaining why natural and human productive resources are limited in schools.
30	Economics	<p>(E) 3.3 Students will analyze trade by:</p> <ul style="list-style-type: none"> a. identifying barter as a form of trade. b. explaining that people benefit when they trade voluntarily. c. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.
31	Jobs	<p>(E) 3.3 Students will analyze trade by:</p> <ul style="list-style-type: none"> a. identifying barter as a form of trade. b. explaining that people benefit when they trade voluntarily. c. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. <p>(E) 3.4 Students will analyze choices made regarding career paths by:</p> <ul style="list-style-type: none"> a. identifying jobs and careers in their community. b. inquiring about choices that were made in order for people in their community to have certain jobs and careers. c. identifying the personal characteristics and interests that are needed for certain jobs and careers.
32	Spending and Saving	<p>(E) 3.2 Students will analyze decision making by:</p> <ul style="list-style-type: none"> a. determining that people make choices because of limited

		<p>resources.</p> <ul style="list-style-type: none">b. identifying that incentives influence the choices we make.c. explaining that the consequences of choices lie in the future.d. identifying choices they have made and the incentives that motivated them.e. identifying the consequences of choices made in their past.
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Unit 1: Communities		
1	Community	<p>(C) 1.1 Students will be able to explain the importance of community by:</p> <ul style="list-style-type: none"> a. identifying communities that are unique and common to students. b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community. <p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <ul style="list-style-type: none"> a. defining civic engagement as being an active learner and participating in the community. b. identifying how students can be civically engaged in the classroom, home, school, and community. c. comparing tools of communication that are used to be an active participant in the community. d. describing how people impact their community by being civically engaged.
2	Authority Figures	<p>(C) 1.2 Students will be able to explain the importance of leaders by:</p> <ul style="list-style-type: none"> a. identifying leaders in the classroom, school, home, and community. b. explaining the purpose and responsibilities of a leader to promote the common good. c. describing the characteristics of a good leader.
3	Rules and Laws	<p>(C) 1.1 Students will be able to explain the importance of community by:</p> <ul style="list-style-type: none"> a. identifying communities that are unique and common to students. b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community.
Unit 2: Civics and Governments		
4	Government	<p>(C) 1.4 Students will analyze community problem solving by:</p> <ul style="list-style-type: none"> a. analyzing a community problem and creating potential solutions for the common good. b. identifying how multiple perspectives in a community can complicate conflict resolution. 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. d. voting on possible solutions for community problems. <p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p>

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

		<ul style="list-style-type: none"> b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community. <p>(C) 1.3 Students will be able to describe the importance of cooperation by:</p> <ul style="list-style-type: none"> a. defining cooperation as the efforts made by a group of people to meet a common goal. b. analyzing examples of how cooperation helps accomplish tasks at home and school. c. identifying common goals of the school community. d. explaining why school goals cannot be reached by individuals alone. <p>(C) 1.4 Students will analyze community problem solving by:</p> <ul style="list-style-type: none"> a. analyzing a community problem and creating potential solutions for the common good. b. identifying how multiple perspectives in a community can complicate conflict resolution. 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. d. voting on possible solutions for community problems. <p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <ul style="list-style-type: none"> a. defining civic engagement as being an active learner and participating in the community. b. identifying how students can be civically engaged in the classroom, home, school, and community. c. comparing tools of communication that are used to be an active participant in the community. d. describing how people impact their community by being civically engaged.
9	Characteristics of Responsible Citizens	<p>(C) 1.1 Students will be able to explain the importance of community by:</p> <ul style="list-style-type: none"> a. identifying communities that are unique and common to students. b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community. <p>(C) 1.2 Students will be able to explain the importance of leaders by:</p> <ul style="list-style-type: none"> a. identifying leaders in the classroom, school, home, and community. b. explaining the purpose and responsibilities of a leader to promote the common good. c. describing the characteristics of a good leader. <p>(C) 1.3 Students will be able to describe the importance of cooperation by:</p> <ul style="list-style-type: none"> a. defining cooperation as the efforts made by a group of people to meet a common goal.

		<p>b. analyzing examples of how cooperation helps accomplish tasks at home and school.</p> <p>c. identifying common goals of the school community.</p> <p>d. explaining why school goals cannot be reached by individuals alone.</p> <p>(C) 1.4 Students will analyze community problem solving by:</p> <p>a. analyzing a community problem and creating potential solutions for the common good.</p> <p>b. identifying how multiple perspectives in a community can complicate conflict resolution.</p> <p>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.</p> <p>d. voting on possible solutions for community problems.</p> <p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <p>a. defining civic engagement as being an active learner and participating in the community.</p> <p>b. identifying how students can be civically engaged in the classroom, home, school, and community.</p> <p>c. comparing tools of communication that are used to be an active participant in the community.</p> <p>d. describing how people impact their community by being civically engaged.</p>
10	Responsible Citizens in History	<p>(C) 1.1 Students will be able to explain the importance of community by:</p> <p>a. identifying communities that are unique and common to students.</p> <p>b. explaining how both leaders and members create and uphold rules to promote a fair and safe community.</p> <p>c. recognizing the impact and contributions of their community leaders.</p> <p>d. analyzing celebrations that are shared by members of a school community.</p> <p>e. identifying the benefits of being a part of a community.</p> <p>(C) 1.2 Students will be able to explain the importance of leaders by:</p> <p>a. identifying leaders in the classroom, school, home, and community.</p> <p>b. explaining the purpose and responsibilities of a leader to promote the common good.</p> <p>c. describing the characteristics of a good leader.</p> <p>(C) 1.3 Students will be able to describe the importance of cooperation by:</p> <p>a. defining cooperation as the efforts made by a group of people to meet a common goal.</p> <p>b. analyzing examples of how cooperation helps accomplish tasks at home and school.</p> <p>c. identifying common goals of the school community.</p> <p>d. explaining why school goals cannot be reached by individuals alone.</p> <p>(C) 1.4 Students will analyze community problem solving by:</p> <p>a. analyzing a community problem and creating potential solutions for the common good.</p> <p>b. identifying how multiple perspectives in a community can complicate conflict resolution.</p>

		<p>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.</p> <p>d. voting on possible solutions for community problems.</p> <p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <p>a. defining civic engagement as being an active learner and participating in the community.</p> <p>b. identifying how students can be civically engaged in the classroom, home, school, and community.</p> <p>c. comparing tools of communication that are used to be an active participant in the community.</p> <p>d. describing how people impact their community by being civically engaged.</p>
Unit 3: Symbols and Celebrations		
11	Patriotism	<p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <p>a. defining civic engagement as being an active learner and participating in the community.</p> <p>b. identifying how students can be civically engaged in the classroom, home, school, and community.</p> <p>c. comparing tools of communication that are used to be an active participant in the community.</p> <p>d. describing how people impact their community by being civically engaged.</p>
12	National Patriotic Symbols	<p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <p>a. defining civic engagement as being an active learner and participating in the community.</p> <p>b. identifying how students can be civically engaged in the classroom, home, school, and community.</p> <p>c. comparing tools of communication that are used to be an active participant in the community.</p> <p>d. describing how people impact their community by being civically engaged.</p>
13	National Patriotic Holidays	<p>(C) 1.5 Students will be able to explain the importance of civic engagement by:</p> <p>a. defining civic engagement as being an active learner and participating in the community.</p> <p>b. identifying how students can be civically engaged in the classroom, home, school, and community.</p> <p>c. comparing tools of communication that are used to be an active participant in the community.</p> <p>d. describing how people impact their community by being civically engaged.</p>
Unit 4: Geography		
14	Map Skills	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <p>a. applying cardinal directions on maps, globes, GPS, and Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and globe.</p> <p>d. locating key physical features and human-made features in their school community using maps and other geographic tools.</p>

		<p>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).</p> <p>f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community</p>
15	Location	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> a. applying cardinal directions on maps, globes, GPS, and Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and globe. d. locating key physical features and human- made features in their school community using maps and other geographic tools. 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). f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community
16	Physical Characteristics of a Place	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> a. applying cardinal directions on maps, globes, GPS, and Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and globe. d. locating key physical features and human- made features in their school community using maps and other geographic tools. 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). f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community
17	Human Characteristics of a Place	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> a. applying cardinal directions on maps, globes, GPS, and Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and globe. d. locating key physical features and human- made features in their school community using maps and other geographic tools. 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). f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community <p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet

		<p>changing needs for shelter.</p> <p>b. describing why and how people in Maryland protect the environment.</p> <p>c. explaining how people adapt to changes in the environment.</p>
18	Adapting to Our Environment	<p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <p>a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</p> <p>b. describing why and how people in Maryland protect the environment.</p> <p>c. explaining how people adapt to changes in the environment.</p> <p>(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <p>a. explaining how transportation links goods and people both near and far.</p> <p>b. explaining how communication links people to ideas both near and far.</p> <p>c. identifying goods and ideas in their community that come from both near and far.</p>
19	Geography of Our Community	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <p>a. applying cardinal directions on maps, globes, GPS, and Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and globe.</p> <p>d. locating key physical features and human-made features in their school community using maps and other geographic tools.</p> <p>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).</p> <p>f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community</p> <p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <p>a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</p> <p>b. describing why and how people in Maryland protect the environment.</p> <p>c. explaining how people adapt to changes in the environment.</p> <p>(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <p>a. explaining how transportation links goods and people both near and far.</p>

		<p>b. explaining how communication links people to ideas both near and far.</p> <p>c. identifying goods and ideas in their community that come from both near and far</p>
Unit 5: History		
20	Calendars	<p>(H) 4.1 Students will analyze change over time by:</p> <p>a. analyzing school schedules to determine past, present, and future.</p> <p>b. classifying activities of the day according to themes.</p> <p>c. constructing personal timelines that show events from the past, present, and dreams for the future.</p>
21	Changes Over Time	<p>(H) 4.1 Students will analyze change over time by:</p> <p>a. analyzing school schedules to determine past, present, and future.</p> <p>b. classifying activities of the day according to themes.</p> <p>c. constructing personal timelines that show events from the past, present, and dreams for the future.</p>
22	History	<p>(H) 4.2 Students will analyze life in the past by:</p> <p>a. analyzing photographs, images, and text from schools in the past.</p> <p>b. comparing images and text descriptions of schools from the past with today.</p> <p>c. explaining how life today is similar and different than in the past using evidence from a variety of sources.</p>
23	Life Long Ago and Today	<p>(H) 4.2 Students will analyze life in the past by:</p> <p>a. analyzing photographs, images, and text from schools in the past.</p> <p>b. comparing images and text descriptions of schools from the past with today.</p> <p>c. explaining how life today is similar and different than in the past using evidence from a variety of sources.</p>
24	Communication Over Time	<p>(H) 4.2 Students will analyze life in the past by:</p> <p>a. analyzing photographs, images, and text from schools in the past.</p> <p>b. comparing images and text descriptions of schools from the past with today.</p> <p>c. explaining how life today is similar and different than in the past using evidence from a variety of sources.</p>
Unit 6: Culture		
25	Culture	<p>(C) 1.1 Students will be able to explain the importance of community by:</p> <p>a. identifying communities that are unique and common to students.</p> <p>b. explaining how both leaders and members create and uphold rules to promote a fair and safe community.</p> <p>c. recognizing the impact and contributions of their community leaders.</p> <p>d. analyzing celebrations that are shared by members of a school community.</p> <p>e. identifying the benefits of being a part of a community.</p>
26	Folktales and Legends	<p>(C) 1.1 Students will be able to explain the importance of community by:</p>

		<ul style="list-style-type: none"> a. identifying communities that are unique and common to students. b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. c. recognizing the impact and contributions of their community leaders. d. analyzing celebrations that are shared by members of a school community. e. identifying the benefits of being a part of a community.
Unit 7: Economics		
27	Needs and Wants	<p>(E) 3.2 Students will analyze trade by:</p> <ul style="list-style-type: none"> a. identifying goods and services that are provided by a school and local businesses. b. identifying barter as a form of trade. c. explaining that people benefit when they trade voluntarily. d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. <p>(E) 3.4 Students will analyze borrowing and lending by:</p> <ul style="list-style-type: none"> a. identifying times when people borrow and lend goods or services. b. determining that people lend goods and services to help others and to benefit. c. explaining potential risks and benefits associated with lending and borrowing. d. explaining the importance of paying back borrowed goods and services to the lender.
28	Economics	<p>(E) 3.1 Students will analyze the role of scarcity in their life by:</p> <ul style="list-style-type: none"> a. explaining why limited productive resources create scarcity. b. identifying natural and human productive resources in schools. c. explaining why natural and human productive resources are limited in schools. <p>(E) 3.4 Students will analyze borrowing and lending by:</p> <ul style="list-style-type: none"> a. identifying times when people borrow and lend goods or services. b. determining that people lend goods and services to help others and to benefit. c. explaining potential risks and benefits associated with lending and borrowing. d. explaining the importance of paying back borrowed goods and services to the lender.
29	Economic Choices	<p>(E) 3.1 Students will analyze the role of scarcity in their life by:</p> <ul style="list-style-type: none"> a. explaining why limited productive resources create scarcity. b. identifying natural and human productive resources in schools. c. explaining why natural and human productive resources are limited in schools. <p>(E) 3.3 Students will analyze decision making by:</p> <ul style="list-style-type: none"> a. determining that people make choices because of limited resources. b. identifying that incentives influence the choices we make. c. explaining that the consequences of choices lie in the future. d. identifying trade-offs as the options that people give up when they make a choice.

		<p>(E) 3.4 Students will analyze borrowing and lending by:</p> <ul style="list-style-type: none"> a. identifying times when people borrow and lend goods or services. b. determining that people lend goods and services to help others and to benefit. c. explaining potential risks and benefits associated with lending and borrowing. d. explaining the importance of paying back borrowed goods and services to the lender.
30	Jobs	<p>(E) 3.2 Students will analyze trade by:</p> <ul style="list-style-type: none"> a. identifying goods and services that are provided by a school and local businesses. b. identifying barter as a form of trade. c. explaining that people benefit when they trade voluntarily. d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. <p>(E) 3.3 Students will analyze decision making by:</p> <ul style="list-style-type: none"> a. determining that people make choices because of limited resources. b. identifying that incentives influence the choices we make. c. explaining that the consequences of choices lie in the future. d. identifying trade-offs as the options that people give up when they make a choice.
31	Workers Contribute to the Economy	<p>(E) 3.2 Students will analyze trade by:</p> <ul style="list-style-type: none"> a. identifying goods and services that are provided by a school and local businesses. b. identifying barter as a form of trade. c. explaining that people benefit when they trade voluntarily. d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. <p>(E) 3.3 Students will analyze decision making by:</p> <ul style="list-style-type: none"> a. determining that people make choices because of limited resources. b. identifying that incentives influence the choices we make. c. explaining that the consequences of choices lie in the future. d. identifying trade-offs as the options that people give up when they make a choice.
32	Spending and Saving	<p>(E) 3.3 Students will analyze decision making by:</p> <ul style="list-style-type: none"> a. determining that people make choices because of limited resources. b. identifying that incentives influence the choices we make. c. explaining that the consequences of choices lie in the future. d. identifying trade-offs as the options that people give up when they make a choice.

1	Sources	<p>(H) 4.1 Students will analyze change over time by:</p> <ul style="list-style-type: none"> a. creating timelines of key events from earlier time periods. b. analyzing events from the past using evidence that includes the voice of the people involved in the event. c. explaining why multiple perspectives emerge from people who experience a common event. d. analyzing the role that time, place and surrounding events have on influencing how people interpret the present and past. <p>(H) 4.2 Students will analyze life in the past by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past. b. comparing images and text descriptions of the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.
2	Timelines	<p>(H) 4.1 Students will analyze change over time by:</p> <ul style="list-style-type: none"> a. creating timelines of key events from earlier time periods. b. analyzing events from the past using evidence that includes the voice of the people involved in the event. c. explaining why multiple perspectives emerge from people who experience a common event. d. analyzing the role that time, place and surrounding events have on influencing how people interpret the present and past.
3	I Belong to a Community	<p>(C) 1.4 Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> a. describing characteristics of good citizenship through historic figures and ordinary citizens. b. explaining how participating in civic activities engages citizens with their communities. c. identifying civic engagement activities on the local, state and national level.
4	Rules and Laws	<p>(C) 1.2 Students will analyze democracy by:</p> <ul style="list-style-type: none"> a. identifying that leaders in a democracy address the wants and needs of the people they serve. b. exploring governing powers at home, school and the community. c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them. d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power. e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government.
5	Principles of Democracy	<p>(C) 1.2 Students will analyze democracy by:</p> <ul style="list-style-type: none"> a. identifying that leaders in a democracy address the wants and needs of the people they serve. b. exploring governing powers at home, school and the community. c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them. d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power. e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government <p>(C) 1.3 Students will understand democratic ideals by:</p> <ul style="list-style-type: none"> a. identifying how multiple perspectives in a democratic society can

		<p>complicate conflict resolution.</p> <p>b. comparing how various systems of government have resolved conflict in the past and today.</p> <p>c. identifying the communities in which they belong are democratic and those that are not.</p> <p>d. recognizing how democratic symbols represent American values.</p> <p>e. identifying the local, state and federal levels of government.</p>
6	Important Documents	<p>(C) 1.1 Students will analyze the role of the common good by:</p> <p>a. defining equality as the same freedoms that are held by all people.</p> <p>b. defining equity as people having what they need to be successful regardless of their identities.</p> <p>c. recognizing that people are sometimes not treated fairly for reasons beyond their control.</p> <p>d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community.</p> <p>(C) 1.2 Students will analyze democracy by:</p> <p>a. identifying that leaders in a democracy address the wants and needs of the people they serve.</p> <p>b. exploring governing powers at home, school and the community.</p> <p>c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them.</p> <p>d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power.</p> <p>e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government.</p>
7	The Purpose of Government	<p>(C) 1.2 Students will analyze democracy by:</p> <p>a. identifying that leaders in a democracy address the wants and needs of the people they serve.</p> <p>b. exploring governing powers at home, school and the community.</p> <p>c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them.</p> <p>d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power.</p> <p>e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government.</p> <p>(C) 1.3 Students will understand democratic ideals by:</p> <p>a. identifying how multiple perspectives in a democratic society can complicate conflict resolution.</p> <p>b. comparing how various systems of government have resolved conflict in the past and today.</p> <p>c. identifying the communities in which they belong are democratic and those that are not.</p> <p>d. recognizing how democratic symbols represent American values.</p> <p>e. identifying the local, state and federal levels of government.</p>
8	The Structure of National Government	<p>(C) 1.3 Students will understand democratic ideals by:</p> <p>a. identifying how multiple perspectives in a democratic society can complicate conflict resolution.</p> <p>b. comparing how various systems of government have resolved conflict in the past and today.</p> <p>c. identifying the communities in which they belong are democratic and those that are not.</p> <p>d. recognizing how democratic symbols represent American values.</p> <p>e. identifying the local, state and federal levels of government.</p>

9	Tribal, State, and Local Government	<p>(C) 1.2 Students will analyze democracy by:</p> <ul style="list-style-type: none"> a. identifying that leaders in a democracy address the wants and needs of the people they serve. b. exploring governing powers at home, school and the community. c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them. d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power. e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government. <p>(C) 1.3 Students will understand democratic ideals by:</p> <ul style="list-style-type: none"> a. identifying how multiple perspectives in a democratic society can complicate conflict resolution. b. comparing how various systems of government have resolved conflict in the past and today. c. identifying the communities in which they belong are democratic and those that are not. d. recognizing how democratic symbols represent American values. e. identifying the local, state and federal levels of government.
10	Government Services	<p>(E) 3.2 Students will analyze producers by:</p> <ul style="list-style-type: none"> a. explaining how producers and consumers use natural, capital and human resources. b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. c. identifying the government as a producer who uses tax money to produce goods and services. d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community. e. explaining how goods and services have changed over time. f. identifying how technology and transportation have changed how goods and services are produced and exchanged.
11	Citizenship	<p>(C) 1.1 Students will analyze the role of the common good by:</p> <ul style="list-style-type: none"> a. defining equality as the same freedoms that are held by all people. b. defining equity as people having what they need to be successful regardless of their identities. c. recognizing that people are sometimes not treated fairly for reasons beyond their control. d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community. <p>(C) 1.4 Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> a. describing characteristics of good citizenship through historic figures and ordinary citizens. b. explaining how participating in civic activities engages citizens with their communities. c. identifying civic engagement activities on the local, state and national level.
12	Patriotism	<p>(C) 1.4 Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> a. describing characteristics of good citizenship through historic figures and ordinary citizens. b. explaining how participating in civic activities engages citizens with their communities. c. identifying civic engagement activities on the local, state and

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

16	Patriotic Holidays	<p>(C) 1.1 Students will analyze the role of the common good by:</p> <ol style="list-style-type: none"> defining equality as the same freedoms that are held by all people. defining equity as people having what they need to be successful regardless of their identities. recognizing that people are sometimes not treated fairly for reasons beyond their control. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community. <p>(C) 1.4 Students will analyze responsible civic engagement by:</p> <ol style="list-style-type: none"> describing characteristics of good citizenship through historic figures and ordinary citizens. explaining how participating in civic activities engages citizens with their communities. identifying civic engagement activities on the local, state and national level.
17	Map Skills	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ol style="list-style-type: none"> locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth. describing the relative location of Maryland by identifying the equator and north and south poles. identifying continents and oceans near and far from Maryland on maps and globe. locating key physical features and human-made features in their school community using maps and other geographic tools. 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. analyzing the school's community using bird's eye view that includes important landmarks in a school or community.
18	Location	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ol style="list-style-type: none"> locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth. describing the relative location of Maryland by identifying the equator and north and south poles. identifying continents and oceans near and far from Maryland on maps and globe. locating key physical features and human-made features in their school community using maps and other geographic tools. 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. analyzing the school's community using bird's eye view that includes important landmarks in a school or community.
19	Physical Features of Places	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ol style="list-style-type: none"> locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth. describing the relative location of Maryland by identifying the equator and north and south poles. identifying continents and oceans near and far from Maryland on maps and globe. locating key physical features and human-made features in their school community using maps and other geographic tools. 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. analyzing the school's community using bird's eye view that

		includes important landmarks in a school or community.
20	Human Characteristics of Places	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> a. locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth. b. describing the relative location of Maryland by identifying the equator and north and south poles. c. identifying continents and oceans near and far from Maryland on maps and globe. d. locating key physical features and human-made features in their school community using maps and other geographic tools. 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. f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community.
21	Humans and the Environment	<p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment.
22	Movement	<p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment <p>(E) 3.1 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both far and near. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas in their community that come from both near and far..
23	Culture	<p>(C) 1.1 Students will analyze the role of the common good by:</p> <ul style="list-style-type: none"> a. defining equality as the same freedoms that are held by all people. b. defining equity as people having what they need to be successful regardless of their identities. c. recognizing that people are sometimes not treated fairly for reasons beyond their control. d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community. <p>(G) 2.2 Students will analyze the human and environmental interactions in their school community by:</p> <ul style="list-style-type: none"> a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter b. describing why and how people in Maryland protect the environment. c. explaining how people adapt to changes in the environment.
24	Regions of the World	<p>(G) 2.1 Students will be able to explain how location makes their community unique by:</p> <ul style="list-style-type: none"> a. locating Maryland using cardinal directions on maps, globes, GPS,

		<p>and Google Earth.</p> <p>b. describing the relative location of Maryland by identifying the equator and north and south poles.</p> <p>c. identifying continents and oceans near and far from Maryland on maps and globe.</p> <p>d. locating key physical features and human-made features in their school community using maps and other geographic tools.</p> <p>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.</p> <p>f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community.</p>
25	Needs, Wants, and Resources	<p>(E) 3.2 Students will analyze producers by:</p> <p>a. explaining how producers and consumers use natural, capital and human resources.</p> <p>b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists.</p> <p>c. identifying the government as a producer who uses tax money to produce goods and services.</p> <p>d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community.</p> <p>e. explaining how goods and services have changed over time.</p> <p>f. identifying how technology and transportation have changed how goods and services are produced and exchanged.</p> <p>(E) 3.4 Students will describe an economy by:</p> <p>a. explaining how available resources, wants, and needs influence family decisions.</p> <p>b. identifying how people earn money.</p> <p>c. identifying age-appropriate financial goals.</p> <p>d. describing situations in which saving is necessary.</p> <p>e. explaining the meaning and purpose of taxes.</p> <p>f. developing a spending and savings plan including income and expenses.</p>
26	Economic Activity	<p>(E) 3.1 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <p>a. explaining how transportation links goods and people both far and near.</p> <p>b. explaining how communication links people to ideas both near and far.</p> <p>c. identifying goods and ideas in their community that come from both near and far.</p> <p>(E) 3.2 Students will analyze producers by:</p> <p>a. explaining how producers and consumers use natural, capital and human resources.</p> <p>b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists.</p> <p>c. identifying the government as a producer who uses tax money to produce goods and services.</p> <p>d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community.</p> <p>e. explaining how goods and services have changed over time.</p>

		<p>f. identifying how technology and transportation have changed how goods and services are produced and exchanged.</p> <p>(E) 3.3 Students will analyze consumer by:</p> <ul style="list-style-type: none"> a. explaining that because of scarcity, people must make choices about what they consume. b. differentiating between goods and services. c. explaining how consumers make decisions based on the costs and benefits of goods and services. d. identifying how incentives influence consumers. e. identifying opportunity cost and trade-offs as the result of choices. f. determining how consumers acquire goods and services. <p>(E) 3.4 Students will describe an economy by:</p> <ul style="list-style-type: none"> a. explaining how available resources, wants, and needs influence family decisions. b. identifying how people earn money. c. identifying age-appropriate financial goals. d. describing situations in which saving is necessary. e. explaining the meaning and purpose of taxes. f. developing a spending and savings plan including income and expenses.
27	Economic Choices	<p>(E) 3.2 Students will analyze producers by:</p> <ul style="list-style-type: none"> a. explaining how producers and consumers use natural, capital and human resources. b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. c. identifying the government as a producer who uses tax money to produce goods and services. d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community. e. explaining how goods and services have changed over time. f. identifying how technology and transportation have changed how goods and services are produced and exchanged. <p>(E) 3.3 Students will analyze consumer by:</p> <ul style="list-style-type: none"> a. explaining that because of scarcity, people must make choices about what they consume. b. differentiating between goods and services. c. explaining how consumers make decisions based on the costs and benefits of goods and services. d. identifying how incentives influence consumers. e. identifying opportunity cost and trade-offs as the result of choices. f. determining how consumers acquire goods and services. <p>(E) 3.4 Students will describe an economy by:</p> <ul style="list-style-type: none"> a. explaining how available resources, wants, and needs influence family decisions. b. identifying how people earn money. c. identifying age-appropriate financial goals. d. describing situations in which saving is necessary. e. explaining the meaning and purpose of taxes. f. developing a spending and savings plan including income and expenses.
28	Producers and	<p>(E) 3.2 Students will analyze producers by:</p>

	Consumers	<ul style="list-style-type: none"> a. explaining how producers and consumers use natural, capital and human resources. b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. c. identifying the government as a producer who uses tax money to produce goods and services. d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community. e. explaining how goods and services have changed over time. f. identifying how technology and transportation have changed how goods and services are produced and exchanged. <p>(E) 3.3 Students will analyze consumer by:</p> <ul style="list-style-type: none"> a. explaining that because of scarcity, people must make choices about what they consume. b. differentiating between goods and services. c. explaining how consumers make decisions based on the costs and benefits of goods and services. d. identifying how incentives influence consumers. e. identifying opportunity cost and trade-offs as the result of choices. f. determining how consumers acquire goods and services. <p>(E) 3.4 Students will describe an economy by:</p> <ul style="list-style-type: none"> a. explaining how available resources, wants, and needs influence family decisions. b. identifying how people earn money. c. identifying age-appropriate financial goals. d. describing situations in which saving is necessary. e. explaining the meaning and purpose of taxes. f. developing a spending and savings plan including income and expenses.
29	Economic Principles	<p>(E) 3.1 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both far and near. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas in their community that come from both near and far. <p>(E) 3.2 Students will analyze producers by:</p> <ul style="list-style-type: none"> a. explaining how producers and consumers use natural, capital and human resources. b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. c. identifying the government as a producer who uses tax money to produce goods and services. d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community. e. explaining how goods and services have changed over time. f. identifying how technology and transportation have changed how goods and services are produced and exchanged.

		<p>(E) 3.3 Students will analyze consumer by:</p> <ul style="list-style-type: none"> a. explaining that because of scarcity, people must make choices about what they consume. b. differentiating between goods and services. c. explaining how consumers make decisions based on the costs and benefits of goods and services. d. identifying how incentives influence consumers. e. identifying opportunity cost and trade-offs as the result of choices. f. determining how consumers acquire goods and services. <p>(E) 3.4 Students will describe an economy by:</p> <ul style="list-style-type: none"> a. explaining how available resources, wants, and needs influence family decisions. b. identifying how people earn money. c. identifying age-appropriate financial goals. d. describing situations in which saving is necessary. e. explaining the meaning and purpose of taxes. f. developing a spending and savings plan including income and expenses.
30	More Economic Principles	<p>(E) 3.1 Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</p> <ul style="list-style-type: none"> a. explaining how transportation links goods and people both far and near. b. explaining how communication links people to ideas both near and far. c. identifying goods and ideas in their community that come from both near and far. <p>(E) 3.2 Students will analyze producers by:</p> <ul style="list-style-type: none"> a. explaining how producers and consumers use natural, capital and human resources. b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. c. identifying the government as a producer who uses tax money to produce goods and services. d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of a community. e. explaining how goods and services have changed over time. f. identifying how technology and transportation have changed how goods and services are produced and exchanged. <p>(E) 3.3 Students will analyze consumer by:</p> <ul style="list-style-type: none"> a. explaining that because of scarcity, people must make choices about what they consume. b. differentiating between goods and services. c. explaining how consumers make decisions based on the costs and benefits of goods and services. d. identifying how incentives influence consumers. e. identifying opportunity cost and trade-offs as the result of choices. f. determining how consumers acquire goods and services. <p>(E) 3.4 Students will describe an economy by:</p> <ul style="list-style-type: none"> a. explaining how available resources, wants, and needs influence family decisions. b. identifying how people earn money. c. identifying age-appropriate financial goals.

		<ul style="list-style-type: none"> d. describing situations in which saving is necessary. e. explaining the meaning and purpose of taxes. f. developing a spending and savings plan including income and expenses.
31	Solving Problems in Your Community	<p>(C) 1.1 Students will analyze the role of the common good by:</p> <ul style="list-style-type: none"> a. defining equality as the same freedoms that are held by all people. b. defining equity as people having what they need to be successful regardless of their identities. c. recognizing that people are sometimes not treated fairly for reasons beyond their control. d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community. <p>(C) 1.3 Students will understand democratic ideals by:</p> <ul style="list-style-type: none"> a. identifying how multiple perspectives in a democratic society can complicate conflict resolution. b. comparing how various systems of government have resolved conflict in the past and today. c. identifying the communities in which they belong are democratic and those that are not. d. recognizing how democratic symbols represent American values. e. identifying the local, state and federal levels of government. <p>(C) 1.4 Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> a. describing characteristics of good citizenship through historic figures and ordinary citizens. b. explaining how participating in civic activities engages citizens with their communities. c. identifying civic engagement activities on the local, state and national level.
32	Historical Figures	<p>(H) 4.1 Students will analyze change over time by:</p> <ul style="list-style-type: none"> a. creating timelines of key events from earlier time periods. b. analyzing events from the past using evidence that includes the voice of the people involved in the event. c. explaining why multiple perspectives emerge from people who experience a common event. d. analyzing the role that time, place and surrounding events have on influencing how people interpret the present and past. <p>(H) 4.2 Students will analyze life in the past by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past. b. comparing images and text descriptions of the past with today. c. explaining how life today is similar and different than in the past using evidence from a variety of sources.

1	Developing Inquiries	The inquiry weeks can be used with all standards across the framework.
2	Sources	<p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past to learn about key historical figures. b. interpreting evidence of the past to make claims about how individuals and groups shaped their region. c. comparing maps of settlement patterns from the past and today. d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.
3	Examining Evidence and Communicating Conclusions	The inquiry weeks can be used with all standards across the framework.
4	Taking Action	The inquiry weeks can be used with all standards across the framework.
5	Engage in Your Own Inquiry	The inquiry weeks can be used with all standards across the framework.
6	I am a Member of a Community	<p>(C) 1.1 Students will analyze civic virtue by:</p> <ul style="list-style-type: none"> 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. <p>(C) 1.3 Students will address local community issues by:</p> <ul style="list-style-type: none"> 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.

7	Purposes of Government	<p>(C) 1.1 Students will analyze civic virtue by:</p> <ul style="list-style-type: none"> 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. <p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <ul style="list-style-type: none"> 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.
8	Government	<p>(C) 1.1 Students will analyze civic virtue by:</p> <ul style="list-style-type: none"> 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. <p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <ul style="list-style-type: none"> 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.

9	Important Documents	<p>(C) 1.1 Students will analyze civic virtue by:</p> <ul style="list-style-type: none"> 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.
10	National Government	<p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <ul style="list-style-type: none"> 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. <p>(C) 1.3 Students will address local community issues by:</p> <ul style="list-style-type: none"> 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.
11	Tribal, State, and Local Government	<p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <ul style="list-style-type: none"> 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.

		<p>d. determining the importance of communication through various means with elected officials.</p> <p>e. determining the importance of voting in democratic government.</p> <p>(C) 1.3 Students will address local community issues by:</p> <p>a. explaining the importance of civic participation in their community.</p> <p>b. examining a current issue on the local, state, and national level and its impact on their community.</p> <p>c. analyzing ways of influencing local, state, and/or national governments to address a current issue.</p> <p>d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</p> <p>e. developing a plan for effectively organizing and communicating a plan for addressing a current issue.</p> <p>f. implementing an informed civic action plan on a current issue.</p>
12	We the People	<p>(C) 1.1 Students will analyze civic virtue by:</p> <p>a. explaining how democracy relies on engagement including voting and volunteering in civic organizations.</p> <p>b. interacting with local civic and/or community leaders.</p> <p>c. explaining how groups of people make rules to create responsibilities and protect freedoms.</p> <p>d. identifying how having multiple perspectives both benefits and challenges people living in a democratic society.</p> <p>e. examining the principles expressed in the Declaration of Independence and U.S. Constitution.</p> <p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <p>a. defining the legislative, executive, and judicial branches of government.</p> <p>b. comparing the responsibilities of local, state, and national government.</p> <p>c. identifying the leaders of local, state, and national government in various branches of government.</p> <p>d. determining the importance of communication through various means with elected officials.</p> <p>e. determining the importance of voting in democratic government.</p> <p>(C) 1.3 Students will address local community issues by:</p> <p>a. explaining the importance of civic participation in their</p>

		<p>community.</p> <p>b. examining a current issue on the local, state, and national level and its impact on their community.</p> <p>c. analyzing ways of influencing local, state, and/or national governments to address a current issue.</p> <p>d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</p> <p>e. developing a plan for effectively organizing and communicating a plan for addressing a current issue.</p> <p>f. implementing an informed civic action plan on a current issue.</p>
13	Inquiry	<p>(C) 1.2 Students will analyze the local, state, and national levels of government by:</p> <p>a. defining the legislative, executive, and judicial branches of government.</p> <p>b. comparing the responsibilities of local, state, and national government.</p> <p>c. identifying the leaders of local, state, and national government in various branches of government.</p> <p>d. determining the importance of communication through various means with elected officials.</p> <p>e. determining the importance of voting in democratic government.</p> <p>(C) 1.3 Students will address local community issues by:</p> <p>a. explaining the importance of civic participation in their community.</p> <p>b. examining a current issue on the local, state, and national level and its impact on their community.</p> <p>c. analyzing ways of influencing local, state, and/or national governments to address a current issue.</p> <p>d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</p> <p>e. developing a plan for effectively organizing and communicating a plan for addressing a current issue.</p> <p>f. implementing an informed civic action plan on a current issue.</p>
14	Thinking like a geographer	<p>(EG) 2.1 Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <p>a. identifying goods and services bought and sold in Maryland.</p> <p>b. identifying ways that people use the physical environment for buying and selling goods and services.</p>

		<p>c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.</p> <p>d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses.</p> <p>e. identifying the risk and rewards of entrepreneurship.</p> <p>f. evaluating local and state laws that impact business owners in Maryland.</p>
15	Map Skills	
16	Natural Features and Landforms	<p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <p>a. describing the relationships between human settlement and physical geography, and economic centers.</p> <p>b. explaining how transportation is influenced by industry, agriculture, and geographic features.</p> <p>c. explaining how humans have modified their environment in the development of economic centers.</p> <p>d. comparing perspectives of various communities toward the natural environment.</p> <p>e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <p>a. describing the relationships between human settlement and physical geography, and economic centers.</p> <p>b. explaining how transportation is influenced by industry, agriculture, and geographic features.</p> <p>c. explaining how humans have modified their environment in the development of economic centers.</p> <p>d. comparing perspectives of various communities toward the natural environment.</p> <p>e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</p>
18	Regions Part 1	<p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p> <p>a. explaining how jobs and careers are influenced by key economic centers.</p> <p>b. analyzing government services that are impacted by economic development.</p> <p>c. analyzing economic and population data to determine how economic development impacts where people live, work and play.</p>
19	Regions Part 2	(EG) 2.2 Students will analyze how economic development in

		<p>Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play.
20	Water is a natural resource	<p>(EG) 2.1 Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> a. identifying goods and services bought and sold in Maryland. b. identifying ways that people use the physical environment for buying and selling goods and services. c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. e. identifying the risk and rewards of entrepreneurship. f. evaluating local and state laws that impact business owners in Maryland.
21	Migration	<p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play. <p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers. d. comparing perspectives of various communities toward the natural environment. e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.

22	Timelines	<p>(H) 3.1 Students will analyze early regional cultural groups by:</p> <ul style="list-style-type: none"> a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. b. developing timelines showing settlement of various cultural groups in Maryland. c. 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. d. contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.
23	Using Charts, Maps, and Data	<p>(H) 3.1 Students will analyze early regional cultural groups by:</p> <ul style="list-style-type: none"> a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. b. developing timelines showing settlement of various cultural groups in Maryland. c. 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. d. contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans. <p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past to learn about key historical figures. b. interpreting evidence of the past to make claims about how individuals and groups shaped their region. c. comparing maps of settlement patterns from the past and today. d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.
24	Communities Over Time	<p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past to learn about key historical figures. b. interpreting evidence of the past to make claims about how individuals and groups shaped their region. c. comparing maps of settlement patterns from the past and today. d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.
25	People who influence communities	<p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past to

		<p>learn about key historical figures.</p> <p>b. interpreting evidence of the past to make claims about how individuals and groups shaped their region.</p> <p>c. comparing maps of settlement patterns from the past and today.</p> <p>d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.</p>
26	Problem Solving	<p>(C) 1.3 Students will address local community issues by:</p> <p>a. explaining the importance of civic participation in their community.</p> <p>b. examining a current issue on the local, state, and national level and its impact on their community.</p> <p>c. analyzing ways of influencing local, state, and/or national governments to address a current issue.</p> <p>d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</p> <p>e. developing a plan for effectively organizing and communicating a plan for addressing a current issue.</p> <p>f. implementing an informed civic action plan on a current issue.</p> <p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <p>a. analyzing photographs, images, and text from the past to learn about key historical figures.</p> <p>b. interpreting evidence of the past to make claims about how individuals and groups shaped their region.</p> <p>c. comparing maps of settlement patterns from the past and today.</p> <p>d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.</p>
27	Eyewitnesses to Change Over Time	<p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <p>a. analyzing photographs, images, and text from the past to learn about key historical figures.</p> <p>b. interpreting evidence of the past to make claims about how individuals and groups shaped their region.</p> <p>c. comparing maps of settlement patterns from the past and today.</p> <p>d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.</p>
28	Urban, Suburban, and Rural Land Use	<p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p>

		<ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play. <p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers. d. comparing perspectives of various communities toward the natural environment. e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.
29	Producers and Consumers	<p>(EG) 2.1 Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> a. identifying goods and services bought and sold in Maryland. b. identifying ways that people use the physical environment for buying and selling goods and services. c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. e. identifying the risk and rewards of entrepreneurship. f. evaluating local and state laws that impact business owners in Maryland. <p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play.
30	Community	<p>(EG) 2.1 Students will be able to explain the locations of goods and services in</p>

	Interdependence	<p>the state of Maryland by:</p> <ul style="list-style-type: none"> a. identifying goods and services bought and sold in Maryland. b. identifying ways that people use the physical environment for buying and selling goods and services. c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. e. identifying the risk and rewards of entrepreneurship. f. evaluating local and state laws that impact business owners in Maryland. <p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play. <p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers. d. comparing perspectives of various communities toward the natural environment. e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.
31	Transportation Over Time	<p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers.

		<p>d. comparing perspectives of various communities toward the natural environment.</p> <p>e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</p> <p>(H) 3.2 Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> a. analyzing photographs, images, and text from the past to learn about key historical figures. b. interpreting evidence of the past to make claims about how individuals and groups shaped their region. c. comparing maps of settlement patterns from the past and today. d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.
32	Inquiry - Interdependence in your community	<p>(EG) 2.2 Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> a. explaining how jobs and careers are influenced by key economic centers. b. analyzing government services that are impacted by economic development. c. analyzing economic and population data to determine how economic development impacts where people live, work and play. <p>(EG) 2.3 Students will analyze the impact of economic development on the natural environment by:</p> <ul style="list-style-type: none"> a. describing the relationships between human settlement and physical geography, and economic centers. b. explaining how transportation is influenced by industry, agriculture, and geographic features. c. explaining how humans have modified their environment in the development of economic centers. d. comparing perspectives of various communities toward the natural environment. e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment.

1	Developing Questions and Planning Inquiries	** The 5 week Inquiry Unit can be used with all standards for all units.
2	Historical Inquiry Sources	** The 5 week Inquiry Unit can be used with all standards for all units.
3	Analyzing and Evaluating Evidence	** The 5 week Inquiry Unit can be used with all standards for all units.
4	Using Evidence to Communicate Conclusions	** The 5 week Inquiry Unit can be used with all standards for all units.
5	Engaging in Your Own Inquiry	** The 5 week Inquiry Unit can be used with all standards for all units.
6	Geographic Skills	
7	Location	
8	Physical Characteristics	<p>(WC) 1.2 Students will evaluate the motivations for European exploration by:</p> <ul style="list-style-type: none"> identifying the push/pull factors that led to European exploration and colonization. explaining geographic factors that influenced European Exploration. <p>(RCE) 2.2 Students will compare how geography influenced culture and economic development by:</p> <ul style="list-style-type: none"> analyzing how geography impacted the development of the American colonies. comparing human, capital, and natural resources of colonial regions. analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
9	Regions of the United States	<p>(WC) 1.2 Students will evaluate the motivations for European exploration by:</p> <ul style="list-style-type: none"> identifying the push/pull factors that led to European exploration and colonization. explaining geographic factors that influenced European Exploration. <p>(RCE) 2.2 Students will compare how geography influenced culture and</p>

		<p>economic development by:</p> <ul style="list-style-type: none"> • analyzing how geography impacted the development of the American colonies. • comparing human, capital, and natural resources of colonial regions. • analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. • examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. • explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
10	Human Characteristics	<p>(WC) 1.1 Students will evaluate the impact of geography on cultural development and interaction by:</p> <ul style="list-style-type: none"> • comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. • examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. • analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. • explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. <p>(RCE) 2.2 Students will compare how geography influenced culture and economic development by:</p> <ul style="list-style-type: none"> • analyzing how geography impacted the development of the American colonies. • comparing human, capital, and natural resources of colonial regions. • analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. • examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. • explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.

11	Movement	<p>(WC) 1.1 Students will evaluate the impact of geography on cultural development and interaction by:</p> <ul style="list-style-type: none"> • comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. • examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. • analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. • explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. <p>(WC) 1.2 Students will evaluate the motivations for European exploration by:</p> <ul style="list-style-type: none"> • identifying the push/pull factors that led to European exploration and colonization. • explaining geographic factors that influenced European exploration. <p>(RCE) 2.2 Students will compare how geography influenced culture and economic development by:</p> <ul style="list-style-type: none"> • analyzing how geography impacted the development of the American colonies. • comparing human, capital, and natural resources of colonial regions. • analyzing how ports, slavery, and natural resources created a tobacco-based economy in Maryland. • examining the impact of the interdependence created by triangle trade in different regions in North America, Europe, and Africa. • explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
12	Culture	<p>(WC) 1.1 Students will evaluate the impact of geography on cultural development and interaction by:</p> <ul style="list-style-type: none"> • comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. • examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods,

		<p>technologies, domestic animals, ideas, and cultural practices with one another.</p> <ul style="list-style-type: none"> • analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. • explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. <p>(WC) 1.3 Students will evaluate the impact of exploration on various groups by:</p> <ul style="list-style-type: none"> • identifying the positive and negative impacts of the Columbian Exchange. • comparing and contrasting the cultures of the European settlers and American Indian tribes. • evaluating early interactions between European and American Indians from multiple perspectives • examining the economic relationships between early explorers and American Indians in Maryland and beyond. • assessing the economic and geographic outcomes of European exploration in North America and Maryland.
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>(WC) 1.1 Students will evaluate the impact of geography on cultural development and interaction by:</p> <ul style="list-style-type: none"> • comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. • examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. • analyzing settlement patterns among the Piscataway, Piscataway Conoy, and/or Accohannock people of Maryland using maps and other data. • explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. <p>(WC) 1.3 Students will evaluate the impact of exploration on various groups by:</p> <ul style="list-style-type: none"> • identifying the positive and negative impacts of the Columbian Exchange. • comparing and contrasting the cultures of the European settlers and American Indian tribes.

		<ul style="list-style-type: none"> • evaluating early interactions between European and American Indians from multiple perspectives • examining the economic relationships between early explorers and American Indians in Maryland and beyond. • assessing the economic and geographic outcomes of European exploration in North America and Maryland.
14	Needs and Wants	
15	Economic Principles	
16	Economic Activities	
17	Personal Finance	
18	Economic Systems	
19	Guided Inquiry: Government of My State	
20	Foundations of Government and Law	<p>(AR) 3.2 Students will analyze reactions to the Declaration of Independence by:</p> <ul style="list-style-type: none"> • identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices. • assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence. • contrasting colonial and British reactions to the Declaration of Independence. • evaluating various methods of communication and argumentation used by Patriots to further their cause. <p>(AR) 3.4 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"> • analyzing the powers and responsibilities of government on the federal and state levels under the Articles of Confederation. • identifying early challenges to the new nation including Shays Rebellion and the structural weaknesses of the federal government.
21	Structure and Functions of Government	
22	Tribal, State, and Local Governments	
23	Citizens	
24	Responsibilities of Citizens	

25	Guided Inquiry: Road to Statehood and Government	
26	Chronology	
27	Energy Over Time	
28	Conflict and Cooperation	
29	Contributions of Individuals and Groups	
30	Symbols and Landmarks	
31	Celebrations and Remembrance	
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations That Represent My State	

1	Developing Questions and Planning Inquiries	** The 5 week Inquiry Unit can be used with all standards for all units.
2	Historical Inquiry Sources	** The 5 week Inquiry Unit can be used with all standards for all units.
3	Analyzing and Evaluating Evidence	** The 5 week Inquiry Unit can be used with all standards for all units.
4	Communicating Conclusions	** The 5 week Inquiry Unit can be used with all standards for all units.
5	Engaging in Your Own Inquiry	** The 5 week Inquiry Unit can be used with all standards for all units.
6	Life in the Americas	
7	Government and Culture in North America	
8	Trade and Economics in North America	
9	Guided Inquiry: Lives of North American Indians	
10	The Age of Encounters	
11	Consequences of Contact	
12	The Colonies and Their Founding	
13	Jamestown	
14	Colonial Life	
15	Guided Inquiry: Life in the British Colonies	
16	Conflicts and Compromise in North America	
17	Clash of Empires	
18	Consequences of the French and Indian War	
19	The Acts of Parliament	
20	The Actions of the Colonies	
21	The Shot Heard 'Round the World	
22	Guided Inquiry: The Road to Revolution	

23	Independence and Revolution: The Government	
24	Independence and Revolution: The People	
25	Independence and Revolution: The Military	
26	Outcomes of the American Revolution	
27	The Founders and the Process	<p>(DAG) 1.1 Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> • determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government. • assessing the promises set forth in the Preamble. • evaluating the principles of separation of powers and checks and balances. • critiquing the Great Compromise and Three-Fifths Compromise. • identifying scope of powers within branches and levels of government. • distinguishing the powers and responsibilities of government on the federal, state, and local levels. • evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. • analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government. <p>(AEPCL) 3.2 Students will analyze local community leaders by:</p> <ul style="list-style-type: none"> • explaining how historical or contemporary local unelected community leaders addressed local needs. • describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families. <p>(AEPCL) 3.3 Students will analyze the role of institutions in shaping American ideas of freedom by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security. • 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.
28	The Constitution	<p>(DAG) 1.1 Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> • determining how disagreements among the states and federal government under the Articles of Confederation Led to people wanting to reform the government. • assessing the promises set forth in the Preamble. • evaluating the principles of separation of powers and checks and balances. • critiquing the Great Compromise and Three-FifthsCompromise. • identifying scope of powers within branches and levels of government. • distinguishing the powers and responsibilities of government on the

		<p>federal, state, and local levels.</p> <ul style="list-style-type: none"> • evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. • analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state Government. <p>(AEPCL) 3.3 Students will analyze the role of institutions in shaping American ideas of freedom by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security. • 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
29	The Bill of Rights	<p>(DAG) 1.1 Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> • determining how disagreements among the states and federal government under the Articles of Confederation Led to people wanting to reform the government. • assessing the promises set forth in the Preamble. • evaluating the principles of separation of powers and checks and balances. • critiquing the Great Compromise and Three-Fifths Compromise. • identifying scope of powers within branches and levels of government. • distinguishing the powers and responsibilities of government on the federal, state, and local levels. • evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. • analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state Government. <p>(DAG) 1.2 Students will examine the implications of the Bill of Rights by:</p> <ul style="list-style-type: none"> • analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspective. • appraising how Maryland's Declaration of Rights Influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer. • identifying the purpose and importance of the first ten Amendments of the United States Constitution. • exploring how the amendments are exercised in contemporary times in Maryland and the nation <p>(AEPCL) 3.1 Students will analyze the freedom of the press by:</p> <ul style="list-style-type: none"> • analyzing examples of the media upholding a free and democratic society. • analyzing how interpretations of First Amendment Rights to speech and press have changed over time. • developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century. <p>(AEPCL) 3.3 Students will analyze the role of institutions in shaping American ideas of freedom by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national

		<p>security.</p> <ul style="list-style-type: none"> ● 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
30	The New Nation	<p>(DAG) 1.1 Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> ● determining how disagreements among the states and federal government under the Articles of Confederation Led to people wanting to reform the government. ● assessing the promises set forth in the Preamble. ● evaluating the principles of separation of powers and checks and balances. ● critiquing the Great Compromise and Three-FifthsCompromise. ● identifying scope of powers within branches and levels of government. ● distinguishing the powers and responsibilities of government on the federal, state, and local levels. ● evaluating how perspectives and decisions at theConstitutional Convention limited the definition of citizenship. ● analyzing the roles and powers between the executive,legislative, and judicial branches of the Maryland state government. <p>(DAG) 1.2 Students will examine the implications of the Bill of Rights by:</p> <ul style="list-style-type: none"> ● analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives. ● appraising how Maryland's Declaration of Rights Influenced the debate over ratification between DanielCarroll, Luther Martin, and John Francis Mercer. ● identifying the purpose and importance of the first tenAmendments of the United States Constitution. ● exploring how the amendments are exercised in contemporary times in Maryland and the nation
31	America on the Move	<p>(CNEN) 2.3 Students will analyze the transformations in the movement of goods, people and ideas by:</p> <ul style="list-style-type: none"> ● evaluating how the emergence of new industries,technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders. ● identifying changes in immigration and settlement patterns in Maryland. ● assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore.
32	Guided Inquiry: Changes in the United States	<p>(DAG) 1.1 Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> ● determining how disagreements among the states and federal government under the Articles of Confederation Led to people wanting to reform the government. ● assessing the promises set forth in the Preamble. ● evaluating the principles of separation of powers and checks and balances. ● critiquing the Great Compromise and Three-FifthsCompromise. ● identifying scope of powers within branches and levels of government.

		<ul style="list-style-type: none"> • distinguishing the powers and responsibilities of government on the federal, state, and local levels. • evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship. • analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government. <p>(DAG) 1.2 Students will examine the implications of the Bill of Rights by:</p> <ul style="list-style-type: none"> • analyzing how individuals with varying interests contributed to the emergence of the federalists and antifederalists perspectives. • appraising how Maryland's Declaration of Rights Influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer. • identifying the purpose and importance of the first ten Amendments of the United States Constitution. • exploring how the amendments are exercised in contemporary times in Maryland and the nation <p>(CNEN) 2.3 Students will analyze the transformations in the movement of goods, people and ideas by:</p> <ul style="list-style-type: none"> • evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders. • identifying changes in immigration and settlement patterns in Maryland. • assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore. <p>(AEPCL) 3.1 Students will analyze the freedom of the press by:</p> <ul style="list-style-type: none"> • analyzing examples of the media upholding a free and democratic society. • analyzing how interpretations of First Amendment rights to speech and press have changed over time. • developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century.
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