

Standards		Weekly Issues
(C) Civics		
(C) 1.1	<p>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>Week 6: Important Documents Week 7: Learning and Working Together Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Patriotism Week 11: National Symbols Week 12: National Patriotic Holidays Week 28: Holidays Around the World</p>
(C) 1.2	<p>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>Week 1: I Am a Member of a Community Week 2: Authority Figures Week 4: What Are Laws? Week 5: Government Week 7: Learning and Working Together</p>
(C) 1.3	<p>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 	<p>Week 3: What Are Rules? Week 7: Learning and Working Together</p>
(G) Geography		
(G) 2.1	<p>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 	<p>Week 13: Map Skills Week 14: Location Week 15: Finding Places Around Me Week 16: Physical Characteristics of a Place Week 19: My Place on the Map</p>

Standards		Weekly Issues
	<p>on maps and on a globe.</p> <p>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>	<p>Week 29: Needs and Wants</p>
(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>	<p>Week 32: Spending and Saving</p>
(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	<p>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. 	Week 31: Jobs
(H) History		
(H) 4.1	<p>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. 	Week 20: Calendars Week 21: Words About Time Week 22: Changes Over Time
(H) 4.2	<p>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. 	Week 23: History Week 24: Life Long Ago and Today Week 26: Transportation Over Time

Standards		Weekly Issues
(C) Civics		
(C) 1.1	<p>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. 	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	<p>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. 	Week 2: Authority Figures Week 6: Founders Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
(C) 1.3	<p>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. 	Week 6: Founders Week 8: Citizens Week 9: Characteristics of Responsible Citizens Week 10: Responsible Citizens in History
(C) 1.4	<p>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. 	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	<p>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. 	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	<p>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 	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	<p>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. 	Week 17: Human Characteristics of a Place Week 18: Adapting to Our Environment Week 19: Geography of Our Community
(G) 2.3	<p>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 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	<p>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. 	Week 28: Economics Week 29: Economic Choices
(E) 3.2	<p>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. 	Week 27: Needs and Wants Week 30: Jobs Week 31: Workers Contribute to the Economy

Standards		Weekly Issues
(E) 3.3	<p>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>Week 29: Economic Choices Week 30: Jobs Week 31: Workers Contribute to the Economy Week 32: Spending and Saving</p>
(E) 3.4	<p>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. 	<p>Week 27: Needs and Wants Week 28: Economics Week 29: Economic Choices</p>
(H) History		
(H) 4.1	<p>Students will analyze change over time by:</p> <ul style="list-style-type: none"> 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. 	<p>Week 20: Calendars Week 21: Changes Over Time</p>
(H) 4.2	<p>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. 	<p>Week 22: History Week 23: Life Long Ago and Today Week 24: Communication Over Time</p>

Standards		Weekly Issues
(C) Civics		
(C) 1.1	<p>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>Week 6: Important Documents Week 11: Citizenship Week 14: Founders Week 16: Patriotic Holidays Week 23: Culture Week 31: Solving Problems in Your Community</p>
(C) 1.2	<p>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>Week 4: Rules and Laws Week 5: Principles of Democracy Week 6: Important Documents Week 7: The Purpose of Government Week 9: The Structure of Tribal, State, and Local Government Week 14: Founders</p>
(C) 1.3	<p>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>Week 5: Principles of Democracy Week 7: The Purpose of Government Week 8: The Structure of National Government Week 9: The Structure of Tribal, State, and Local Government Week 13: Patriotic Symbols Week 14: Founders Week 15: Memorials and Monuments Week 31: Solving Problems in Your Community</p>
(C) 1.4	<p>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. 	<p>Week 3: I Belong to a Community Week 11: Citizenship Week 12: Patriotism Week 14: Founders Week 16: Patriotic Holidays Week 31: Solving Problems in Your Community</p>

Standards		Weekly Issues
(G) Geography		
(G) 2.1	<p>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. 	<p>Week 17: Map Skills Week 18: Location Week 19: Physical Features of a Place Week 20: Human Characteristics of Places Week 24: Regions of the World</p>
(G) 2.2	<p>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>Week 21: Humans and the Environment Week 22: Movement Week 23: Culture</p>
(E) Economics		
(E) 3.1	<p>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>Week 22: Movement Week 26: Economic Activity Week 29: Economic Principles Week 30: More Economic Principles</p>

Standards		Weekly Issues
(E) 3.2	<p>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>Week 10: Government Services Week 25: Needs, Wants, Resources Week 26: Economic Activity Week 27: Economic Choices Week 28: Producers and Consumers Week 29: Economic Principles Week 30: More Economic Principles</p>
(E) 3.3	<p>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>Week 26: Economic Activity Week 27: Economic Choices Week 28: Producers and Consumers Week 29: Economic Principles Week 30: More Economic Principles</p>
(E) 3.4	<p>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. 	<p>Week 25: Needs, Wants, Resources Week 26: Economic Activity Week 27: Economic Choices Week 28: Producers and Consumers Week 29: Economic Principles Week 30: More Economic Principles</p>
(H) History		
(H) 4.1	<p>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>Week 1: Sources Week 2: Timelines Week 32: Historical Figures</p>

Standards		Weekly Issues
<p>(H) 4.2</p>	<p>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. 	<p>Week 1: Sources Week 32: Historical Figures</p>

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	<p><i>Trace how the political structure in early Maryland developed and changed over time</i></p> <p><i>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</i></p> <p><i>b. Explain the importance of the Office of the Governor and the Court of Appeals</i></p> <p><i>c. Outline the structure and function of the Maryland General Assembly and the roles of state senators and delegates</i></p>	none
(CG) A.2	<p><i>Analyze the documents, and democratic ideas that developed in the Maryland Colony</i></p> <p><i>a. Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants' contracts, Tolerance Acts of 1649, Maryland Charter of 1632</i></p> <p><i>b. Describe how the Maryland State Constitution includes democratic principles and values</i></p>	Week 2- Important Documents
(CG) A.3	<p><i>Analyze the role of Maryland government regarding public policy and issues</i></p> <p><i>a. Analyze perspectives and policies in Maryland regarding historic and current public issues</i></p> <p><i>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</i></p>	none
(CG) B.1	<p><i>Analyze how individuals and groups contributed to the political system in Maryland</i></p> <p><i>a. Describe the contributions of 17th century English settlers who influenced the early political structure</i></p> <p><i>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</i></p>	Week 26- The Road to Revolution
(CG) B.2	<p><i>Defend the importance of civic participation as a citizen of Maryland</i></p> <p><i>a. Identify various sources of information that are available to citizens to make political decisions</i></p> <p><i>b. Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering</i></p>	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. Describe the role of Maryland state judiciary system</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. Describe the social, political and religious character of the earliest colonies</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. Describe the contributions of past Maryland leaders</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. Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times</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. Describe the differing historical conflicts such as between the Patriots and Loyalists</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
	<p>b. Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications</p> <p>c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution</p> <p>d. Describe how land use and urban growth are influenced by governmental decisions</p>	
(E) Economics		
(E) A.1	<p>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</p> <p>a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments</p>	<p>Week 13- Regions of the United States</p> <p>Week 16- Economic Principles</p> <p>Week 17- Personal Finance</p>
(E) A.2	<p>Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland</p> <p>a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers</p>	<p>Week 15- Resources</p> <p>Week 16- Economic Principles</p>
(E) A.3	<p><i>Explain how technological changes have affected production and consumption in Maryland</i></p> <p>a. Describe how changes in technology, such as refrigeration, impacted the lives of consumers</p> <p>b. Describe how entrepreneurship inspired technological changes and affected business productivity</p>	none
(E) A.4	<p>4. Describe regional economic specialization in Maryland and the ways people live and work</p> <p>a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore</p> <p>b. Describe how specialization results in the interdependence of people</p>	Week 16- Economic Principles
(E) B.1	<p><i>Describe the types of economic systems in Maryland</i></p> <p>a. Provide examples of tradition in the Maryland economy, such as businesses and skills that are handed down through families</p> <p>b. Give examples of the kinds of goods and services produced in Maryland during different historical periods</p>	none
(E) B.2	<p>Describe the role of government in regulating economic activity and providing goods and services</p> <p>a. Give examples of how governments' decision making affect</p>	<p>Week 16- Economic Principles</p> <p>Week 17- Personal Finance</p>

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 <i>Maryland</i>, 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 <i>Maryland</i> before and after European colonization</p> <p>a. Identify the development of indigenous societies from the <i>Paleo-Indians</i> to the <i>Woodland Indians</i></p> <p>b. Describe Native American societies indigenous to <i>Maryland</i> 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
	<p>** The 5 week Inquiry Unit can be used with all standards for all units.</p>	<p>Week 1: Developing Questions and Planning Inquiries Week 2: Historical Inquiry Sources Week 3: Analyzing and Evaluating Evidence Week 4: Using Evidence to Communicate Conclusions Week 5: Engaging in Your Own Inquiry</p>
(DAG) 1.1	<p>Students will examine the distribution of power in the United States Constitution by:</p> <ul style="list-style-type: none"> 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>Week 27: The Founders and Process Week 28: The Constitution Week 29: The Bill of Rights Week 30: The New Nation Week 32: Guided Inquiry: Changes in the United States</p>
(DAG) 1.2	<p>Students will examine the implications of the Bill of Rights by:</p> <ul style="list-style-type: none"> 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>Week 29: The Bill of Rights Week 30: The New Nation Week 32: Guided Inquiry: Changes in the United States</p>
(CNEN) 2.1	<p>Students will identify slavery as the central cause of the Civil War by:</p> <ul style="list-style-type: none"> 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. 	

Unit 1: Communities		
1	I Am a Member of a Community	(C) 1.2 Students will examine the role of compromise by: <ol style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. identifying that in the United States, individuals and groups have the ability to address problems in their community. explaining that individuals and people in authority compromise whenever possible to resolve conflict. exploring how compromise is used in civic life at home, school and community. creating an action plan for how compromise could address a school conflict.
2	Authority Figures	(C) 1.2 Students will examine the role of compromise by: <ol style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. identifying that in the United States, individuals and groups have the ability to address problems in their community. explaining that individuals and people in authority compromise whenever possible to resolve conflict. exploring how compromise is used in civic life at home, school and community. creating an action plan for how compromise could address a school conflict.
3	What Are Rules?	(C) 1.3 Students will analyze the purpose of rules by: <ol style="list-style-type: none"> explaining that rules serve to support order and protect individual rights. comparing rules at home, school and community. explaining why rules are different based on location. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice. creating a list of rules to support a just classroom. evaluating classroom rules for their ability to promote freedom, equality and equity
4	What Are Laws?	(C) 1.2 Students will examine the role of compromise by: <ol style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. identifying that in the United States, individuals and groups have the ability to address problems in their community. 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> <ol style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. identifying that in the United States, individuals and groups have the ability to address problems in their community. explaining that individuals and people in authority compromise whenever possible to resolve conflict. exploring how compromise is used in civic life at home, school and community. 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> <ol style="list-style-type: none"> defining freedom as being able to choose what your life looks like without interference from others. 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. 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> <ol style="list-style-type: none"> defining freedom as being able to choose what your life looks like without interference from others. 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. 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> <ol style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. identifying that in the United States, individuals and groups have the ability to address problems in their community. explaining that individuals and people in authority compromise whenever possible to resolve conflict. exploring how compromise is used in civic life at home, school and community. creating an action plan for how compromise could address a school conflict.

		(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
8	Citizens	(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.
9	Characteristics of Responsible Citizens	(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.
Unit 3: Symbols and Celebrations		
10	Patriotism	(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.
11	National Symbols	(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.
12	National Patriotic	(C) 1.1 Students will examine the concept of freedom by:

	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> <ol style="list-style-type: none"> locating Maryland using cardinal directions on maps, globes, GPS, and/or 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 on a 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 (north, south, east, and west). 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> <ol style="list-style-type: none"> contrasting how regions across Maryland modify their environment to meet changing needs for shelter. describing why and how people in Maryland protect the environment. 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> <ol style="list-style-type: none"> contrasting how regions across Maryland modify their environment to meet changing needs for shelter. describing why and how people in Maryland protect the environment. 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> <ol style="list-style-type: none"> explaining how transportation links goods and people both near and far. explaining how communication links people to ideas both near and far. 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> <ol style="list-style-type: none"> locating Maryland using cardinal directions on maps, globes, GPS, and/or 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 on a 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 (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.
Unit 5: Time and Chronology		
20	Calendars	(H) 4.1 Students will analyze change over time in school by: 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	(H) 4.1 Students will analyze change over time in school by: 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	(H) 4.1 Students will analyze change over time in school by: 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	(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.
24	Life Long Ago and Today	(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.
25	Inventors	
26	Transportation Over Time	(G) 2.3 Students will describe how transportation and communication link people and places by the movement of goods and ideas by: 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. (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.
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.
--	--	--

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.

		<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) 1.3 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>
9	Characteristics of Responsible Citizens	<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>
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> <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>
16	Physical Characteristics of a Place	<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>
17	Human Characteristics of a Place	<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</p>

		<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> <ol style="list-style-type: none"> identifying times when people borrow and lend goods or services. determining that people lend goods and services to help others and to benefit. explaining potential risks and benefits associated with lending and borrowing. 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> <ol style="list-style-type: none"> identifying goods and services that are provided by a school and local businesses. identifying barter as a form of trade. explaining that people benefit when they trade voluntarily. 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> <ol style="list-style-type: none"> determining that people make choices because of limited resources. identifying that incentives influence the choices we make. explaining that the consequences of choices lie in the future. 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> <ol style="list-style-type: none"> identifying goods and services that are provided by a school and local businesses. identifying barter as a form of trade. explaining that people benefit when they trade voluntarily. 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> <ol style="list-style-type: none"> determining that people make choices because of limited resources. identifying that incentives influence the choices we make. explaining that the consequences of choices lie in the future. 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> <ol style="list-style-type: none"> determining that people make choices because of limited resources. identifying that incentives influence the choices we make. explaining that the consequences of choices lie in the future. 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	(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.
21	Humans and the Environment	(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.
22	Movement	(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 (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..
23	Culture	(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. (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.
24	Regions of the World	(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,

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

	<p>Consumers</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.
<p>29</p>	<p>Economic Principles</p>	<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	(H) 3.2 Students will analyze influences of early cultural groups by: 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	(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. (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.

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>

		<ul style="list-style-type: none"> 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.
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> <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.
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> <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.
18	Regions Part 1	<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.
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>

	<p>Interdependence</p>	<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.
<p>31</p>	<p>Transportation Over Time</p>	<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	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-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 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
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-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.

(DAG) 1.2 Students will examine the implications of the Bill of Rights by:

- 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

(CNEN) 2.3 Students will analyze the transformations in the movement of goods, people and ideas by:

- 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.

(AEPCL) 3.1 Students will analyze the freedom of the press by:

- 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.