

Grade K	Grade 1	Grade 2
<p>Standard 1 – History</p> <p>Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.</p>	<p>Standard 1 – History</p> <p><i>Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.</i></p>	<p>Standard 1 – History</p> <p><i>Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.</i></p>
<p>Historical Knowledge</p> <p>K.1.1 Compare people, objects, and events of today and long ago.</p> <p>Example: Compare objects of the past and present, such as a butter churn and a mixer; compare clothing, houses, and transportation of the past with the present.</p> <p>K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and people in the past.</p> <p>Example: Identify Thanksgiving; the Reverend Martin Luther King, Jr. Day; Presidents’ Day; Memorial Day; Veterans’ Day.</p> <p>K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.</p> <p>Example: George Washington, George Rogers Clark, Mercy Otis Warren, Dolly Madison, Chief Little Turtle, Abraham Lincoln, Harriet Tubman, Tuskegee Airman Walter Palmer.</p>	<p>Historical Knowledge</p> <p>1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.</p> <p>Example: People today use different kinds of technology, such as computers, in comparison to the types of technology people used in the past.</p> <p>1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.</p> <p>Example: Aspects of daily life might include roles of men, women, and children, styles of dress, work within and outside the home, popular games, transportation, schooling, and manners.</p> <p>1.1.3 Identify American songs and symbols.</p> <p>Example: Symbols — The United States Flag, the Bald Eagle, and the Statue of Liberty; Songs — “The Star-Spangled Banner,” “America the Beautiful.”</p> <p>1.1.4 Discuss how the Pledge of Allegiance is a promise to be loyal to the United States.</p> <p>1.1.5 Identify people and events observed in national celebrations and holidays.</p>	<p>Historical Knowledge</p> <p>2.1.1 Listen to historical stories and compare daily life in the past and present.</p> <p>2.1.2 Identify changes that have occurred in the local or regional community.</p> <p>Example: Use maps, photographs, or stories to examine changes in architecture, business, industry, farming, transportation, work, or use of leisure time.</p> <p>2.1.3 Identify individuals who had an impact on the local or regional community.</p> <p>Example: Some communities, parks, and schools are named for important individuals.</p> <p>2.1.4 Explain the meaning of community celebrations and traditions.</p> <p>Example: School celebrations, such as “Grandparents Day” or “Red, White, and Blue Day.”</p>

	<p>Example: Celebrations and holidays, such as Thanksgiving, the Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, and Veterans' Day.</p>	
<p>Chronological Thinking</p> <p>K.1.4 Identify and order events that take place in a sequence.</p> <p>Example: Identify events in the school day as first, next, last; list the day's classroom activities in order; place events, such as birthdays, in order; use a calendar to identify national holidays and historical events.</p>	<p>Chronological Thinking</p> <p>1.1.6 Use terms related to time to order events sequentially that have occurred in the school.</p> <p>Example: Identify and order school events using the terms "past" and "present;" discuss national holidays and historical events associated with the holidays.</p>	<p>Chronological Thinking, Comprehension</p> <p>2.1.5 Develop a simple timeline of important events in each student's life.</p>

<p>Standard 2 - Civics and Government <i>Students learn that they are citizens of their school, community, and country; identify symbols of the state/district and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.</i></p>	<p>Standard 2 – Civics and Government <i>Students will explain the meaning of government, explain why rules and laws are needed in the school and community, identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.</i></p>	<p>Standard 2 – Civics and Government <i>Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.</i></p>
<p>Foundations of Government</p> <p>K.2.1 Identify and describe the roles and responsibilities of school personnel.</p> <p>Example: Pastor, Principal, secretary, custodian, instructional assistant, bus driver, nurse, and teacher.</p>	<p>Foundations of Government</p> <p>1.2.1 Give examples of people who have the authority* to make and enforce rules.</p> <p>Example: Parents, teachers, and principals, and pastors.</p> <p>1.2.2 Identify rights that people have and identify the responsibilities that accompany these rights.</p> <p>Example: People have the right to own property, such as a house, but this means taking responsibility for the maintenance of the house.</p> <p>* authority: power that people have the right to use because of custom or law</p>	<p>Foundations of Government</p> <p>2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.</p> <p>Example: Students have the right to feel and be safe at school, but they have the responsibility to follow school safety rules.</p>
<p>Functions of Government</p> <p>K.2.2 Give example of rules in the classroom and school and provide reasons for the specific rules.</p> <p>K.2.3 Identify symbols and traditions associated with being citizens of Maryland/District of Columbia and the United States.</p> <p>Example: Identify the Maryland/District of Columbia flag and the United States flag.</p>	<p>Functions of Government</p> <p>1.2.3 Define and give examples of rules and laws.</p> <p>1.2.4 Identify why rules and laws exist and describe the consequences of not having rules and laws.</p> <p>Example: Rules and laws exist to establish order and security and to protect rights.</p>	<p>Functions of Government</p> <p>2.2.2 Explain why it is necessary for the community to have government.</p> <p>Example: Without government, people who are strong might take advantage of people who are weak. Government provides order, protects rights, and helps people feel secure.</p> <p>2.2.3 Identify community leaders, such as the city council or town board.</p>

<p>Roles of Citizens</p> <p>K.2.4 Identify examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>K.2.5 Identify and follow school rules to ensure order and safety.</p>	<p>Roles of Citizens</p> <p>1.2.5 Suggest ways that students' actions can contribute to the common good of the community.</p> <p>Example: Students help to keep the classroom and school clean by properly disposing of trash.</p> <p>1.2.6 Identify civic virtues that are needed to be a good citizen.</p> <p>Example: Fairness, honesty, compassion, responsibility.</p>	<p>Roles of Citizens</p> <p>2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.</p> <p>2.2.5 Explain the roles people in the community have in making and changing laws.</p> <p>Example: People in the community vote in elections, run for office, attend community meetings, and voice their opinions.</p>
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<p>Standard 3 – Geography <i>Students learn that maps and globes are different ways of representing Earth’s surface and begin to explore the geographic characteristics of their homes, school, and community.</i></p>	<p>Standard 3 – Geography <i>Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.</i></p>	<p>Standard 3 – Geography <i>Students will locate their community, state/district, and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between their community and other places.</i></p>
<p>The World in Spatial Terms</p> <p>K.3.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down.</p> <p>K.3.2 Identify maps and globes as ways of representing Earth and identify map symbols for land and water.</p>	<p>The World in Spatial Terms</p> <p>1.3.1 Explain the basic difference between a map* and a globe*.</p> <p>1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.</p> <p>* map: a map is fiat and can represent only a part of Earth’s surface * globe: a globe is round and can show the entire Earth</p>	<p>The World in Spatial Terms</p> <p>2.3.1 Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.</p> <p>Example: Make a compass rose on the classroom floor with masking tape and use it to locate things in the classroom.</p> <p>2.3.2 Identify the absolute* and relative locations* of places in the school and community setting using a simple grid map.</p> <p>Example: The street address of the school is a type of absolute location. Its relative locator might be described as “across the road from the fire station,” or “near the river.”</p> <p>2.3.3 Locate the local community and the United States on maps and globes.</p> <p>* cardinal directions: north, south, east, west * intermediate directions: northeast, southeast, northwest, southwest * absolute location: the exact location of a place or object * relative location: the location of a place in relationship to another place or places</p>

<p>Places and Regions</p> <p>K.3.3 Describe people and places in the school and community.</p> <p>Example: People in the school might include school workers; places might include the cafeteria, office, and gym. People in the community might include firefighters; places might include the fire station.</p>	<p>Places and Regions</p> <p>1.3.3 Identify the relative locations* of places in the school setting.</p> <p>Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”</p> <p>1.3.4 Identify physical features* and human features* in the geography of school and community.</p> <p>* relative location: the location of a place in relation to another place or places * physical features: geographic features that occur in nature, such as land and water forms, natural vegetation, and wildlife * human features: features created by humans, such as farms, cities, buildings, and roads</p>	<p>Places and Regions</p> <p>2.3.4 Identify places that are nearby or related to the local community.</p> <p>Example: The southeast section of the District of Columbia is near Prince George’s County, Maryland.</p>
<p>Physical Systems</p> <p>K.3.4 Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.</p> <p>Example: In different seasons, people wear different kinds of clothing.</p>	<p>Physical Systems</p> <p>1.3.4 Explain the effect of seasonal changes on plants, animals, and people.</p> <p>Example: Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.</p> <p>1.3.5 Observe and record the physical processes related to weather on a daily basis. Example: Rainy, sunny, cloudy, warm, cold.</p>	<p>Physical Systems</p> <p>2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local community.</p>
<p>Human Systems</p> <p>K.3.5 Describe simple differences and similarities between ways people live in cities and on farms.</p>	<p>Human Systems</p> <p>1.3.6 Draw simple maps that show how land is used in the school and local community.</p> <p>Example: Draw maps of the school setting that show the playground and different parts of the school building; make maps that show where people live and work.</p>	<p>Human Systems</p> <p>2.3.6 Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.</p>

Environment and Society

K.3.6 Recommend ways that people can help keep their environment clean.

Environment and Society

1.3.8 Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.

Environment and Society

2.3.7 Use a variety of information resources* to identify ways that the physical environment influence human activities in the community.

Example: Picture books, magazines, and Internet maps can be used to show availability of fertility of soils, hilly or flat land, and types of climate.

* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.

<p>Standard 4 - Economics <i>Students explain how people do different jobs and work to meet basic economic wants.</i></p>	<p>Standard 4 – Economics <i>Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.</i></p>	<p>Standard 4 – Economics <i>Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.</i></p>
<p>K.4.1 Explain that people work to earn money to buy the things they want.</p> <p>K.4.2 Identify different kinds of jobs that people do. Example: Picture books and stories illustrate and identify different types of jobs, as well as tools and clothing used in different jobs.</p> <p>K.4.3 Explain why people in a community have different jobs. Example: People may have different types of jobs because they like doing different things, or because they are better at doing one particular type of job.</p> <p>K.4.4 Give examples of work activities that people do at home.</p>	<p>1.4.1 Identify goods* that people use.</p> <p>1.4.2 Identify services* that people do for each other.</p> <p>1.4.3 Compare and contrast different jobs people do to earn income.</p> <p>1.4.4 Describe how people in the school and community are both producers* and consumers*.</p> <p>1.4.5 Explain that people have to make choices about goods and services because certain resources are limited.</p> <p>1.4.6 Explain that people exchange goods and services to get the things they want.</p> <p>* goods: tangible objects, such as food or toys, that can satisfy people’s wants * services: actions that someone does for someone else, such as dental care or trash removal * producers: people who use productive resources* to provide goods or services * productive resources: human resources, natural resources, and capital resources * consumers: people who use goods or services</p>	<p>2.4.1 Define the three types of productive resources (human resources*, natural resources*, capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.</p> <p>2.4.4 Research goods and services produced in the local community and describe how people may be both producers* and consumers*.</p> <p>2.4.5 Explain that because resources are limited and not always available to people’s wants, people must make decisions to select alternative choices.</p> <p>2.4.6 Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses, and firefighters specialize in particular kinds of jobs.</p> <p>2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.</p> <p>* human resource: any human effort used in production * natural resources: resources that occur in nature that are used in production * capital resources: goods, such as tools, buildings, and equipment, used in production * goods: tangible objects, such as food or toys, that can</p>

		<p>satisfy people's wants</p> <ul style="list-style-type: none">* services: actions that someone does for someone else, such as dental care or trash removal* producers: people who use productive resources to provide goods or services* consumers: people who use goods or services* scarcity: the idea that resources are limited in relation to people's wants* opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose* specialization: the performance of specific tasks or jobs* trade: the voluntary exchange of goods or services
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<p>Standard 5 - Individuals, Society, and Culture</p> <p><i>Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.</i></p>	<p>Standard 5 – Individuals, Society and Culture</p> <p><i>Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.</i></p>	<p>Standard 5 – Individuals, Society, and Culture</p> <p><i>Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.</i></p>
<p>K.5.1 Identify ways in which people are alike and different. Example: Identify qualities, such as interests, hobbies, skills, and experiences, which make individuals unique.</p> <p>K.5.2 Identify individuals who are important in students' lives — such as parents, grandparents, guardians, and teachers — and give examples of how families cooperate and work together.</p> <p>K.5.3 Give examples of how families in the community are similar and different, yet are part of the community.</p> <p>K.5.4 Identify and compare similarities and differences in families in other places and cultures. Example: Use picture books and stories to show the similarities and differences in houses, clothing, work, and celebrations.</p>	<p>1.5.1 Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others.</p> <p>1.5.2 Identify groups to which people belong. Example: Boy Scouts, Girl Scouts, clubs, musical groups.</p> <p>1.5.3 Give examples of how people show concern, respect each other~ behave responsibly in a group, and resolve differences peacefully.</p> <p>1.5.4 Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.</p> <p>1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.</p>	<p>2.5.1 Identify some of the responsibilities that individuals have to themselves and others. Example: Students have responsibilities as learners, such as completing work, trying to improve, and helping others to learn.</p> <p>2.5.2 Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.</p> <p>2.5.3 Compare the ways people learn traditions in different cultures. Example: A child in Japan might attend a special class to learn the tea ceremony. Another child might learn a tradition from a family member.</p> <p>2.5.4 Explain how changes in technology have influenced various traditions. Example: In the past, people entertained themselves and others with storytelling. Today, people entertain themselves by watching television and discussing with others what they have seen.</p> <p>2.5.5 Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.</p> <p>* tradition: a practice that is handed down from one</p>

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