

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

Grade: K - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.K- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	K-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

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Grade 1 - The Earth Around Us

OBJECTIVE K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

STRAND / TOPIC / STANDARD	NGSS.K- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	K-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

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**Maryland College and Career-Ready Standards**

**Social Studies**

Grade: K - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Let's Learn About the Government</b></p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Families and Neighbors</b>  <b>Washington, DC - Grades K - 5</b></p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - The Earth Around Us</b>  <b>Paris - City of Light - Grades K - 5</b></p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History
INDICATOR / PROFICIENCY LEVEL		<p>Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Life Long Ago</b>  <b>Washington, DC - Grades K - 5</b></p>
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		<p><b>Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?</b></p>
INDICATOR / PROFICIENCY LEVEL		<b>Freedom: What does it mean to be free?</b>

OBJECTIVE		Students will examine the concept of freedom by:
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EXPECTATION		evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?
INDICATOR / PROFICIENCY LEVEL		Conflict and compromise: Why do Americans use compromise to resolve conflicts?
OBJECTIVE		Students will examine the role of compromise by:

EXPECTATION		identifying that in the United States, individuals and groups have the ability to address problems in their community.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a>

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture. Unit Question: What makes my school community special?
INDICATOR / PROFICIENCY LEVEL		Place: What makes our school community's location special?
OBJECTIVE		Students will be able to explain how location makes their community special by:

EXPECTATION		identifying continents and oceans near and far from Maryland on maps and on a globe.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture. Unit Question: What makes my school community special?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How do movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:

EXPECTATION		identifying goods and ideas that make their community special and come from both near and far.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a>

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources. Unit Question: How do choices impact us?
INDICATOR / PROFICIENCY LEVEL		Trade: Why do people trade?
OBJECTIVE		Students will analyze trade by:

EXPECTATION identifying barter as a form of trade.

[Social Studies Online](#)  
Grade 1 - All About Work

EXPECTATION explaining that people benefit when they trade voluntarily.

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Grade 1 - All About Work

EXPECTATION describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.

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STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources. Unit Question: How do choices impact us?
INDICATOR / PROFICIENCY LEVEL		Financial Literacy: How do people choose their jobs and careers?
OBJECTIVE		Students will analyze choices made regarding career paths by:

EXPECTATION identifying jobs and careers in their community.

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EXPECTATION inquiring about choices that were made in order for people in their community to have certain jobs and careers.

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EXPECTATION identifying the personal characteristics and interests that are needed for certain jobs and careers.

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Grade 1 - All About Work

STRAND / TOPIC / STANDARD		Unit 4: History
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TOPIC / INDICATOR		Unit Enduring Understanding: Historians use tools to understand the past. Unit Question: What was school like in the past?
INDICATOR / PROFICIENCY LEVEL		Life in the Past: How is our school different today than in the past?
OBJECTIVE		Students will analyze life in the past by:

EXPECTATION	<p>explaining how life today is similar and different than in the past using evidence from a variety of sources.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Life Long Ago</b></p>
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