

Grade K

Adopted 2020

Civics

1. Examine the concept of freedom by: C.1

- a. defining freedom as being able to choose what your life looks like without interference from others. C.1.A
 - b. defining equality as the same freedoms that are held by all people. C.1.B
 - c. defining equity as people having what they need to be successful regardless of their identities. C.1.C
 - d. evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity. C.1.D
 - e. analyzing the collective responsibility to protect one another from the infringement upon freedom for others in our community. C.1.E
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2. Examine the role of compromise by: C.2

- a. identifying school or community conflicts that require working with groups to resolve. C.2.A
- b. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate conflict resolution. C.2.B
- c. identifying that in the United States, individuals and groups have the ability to address problems in their community. C.2.C
- d. explaining that individuals and people in authority compromise whenever possible to resolve conflict. C.2.D
- e. explore how compromise is used in civic life at home, school, and community. C.2.E
- f. creating an action plan for how compromise could address a school conflict. C.2.F

3. Analyze the purpose of rules by: C.3

- a. explaining that rules serve to support order and protect individual rights. C.3.A
 - b. comparing rules at home, school, and community. C.3.B
 - c. explaining why rules are different based on location. C.3.C
 - d. exploring how rules support the fundamental values of democracy: freedom, equality, equity, the common good, liberty, and justice. C.3.D
 - e. creating a list of rules to support a just classroom. C.3.E
 - f. evaluating classroom rules for their ability to promote freedom, equality and equity. C.3.F
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Geography

1. Explain how location makes their community special by: G.1

- a. locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth. G.1.A
 - b. describing the relative location of Maryland by identifying the equator and north and south poles. G.1.B
 - c. identifying continents and oceans near and far from Maryland on maps and on a globe. G.1.C
 - d. locating key physical features and human-made features in their school community using maps and other geographic tools. G.1.D
 - 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). G.1.E
 - f. drawing the school's community using bird's eye view that includes important landmarks in a school or community. G.1.F
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2. Analyze the human and environmental interactions in their school community by: G.2

- a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. G.2.A
 - b. describing why and how people in Maryland protect the environment. G.2.B
 - c. explaining how people adapt to changes in the environment. G.2.C
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3. Describe how transportation and communication link people and places by the movement of goods and ideas by: G.3

- a. explaining how transportation links goods and people both near and far. G.3.A
 - b. explaining how communication links people to ideas both near and far. G.3.B
 - c. identifying goods and ideas that make their community special and come from both near and far. G.3.C
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Economics

1. Analyze the role of scarcity in their lives by: E.1

- a. explaining why people can't have everything they want using classroom and school examples. E.1.A
 - b. identifying natural and human productive resources in schools. E.1.B
 - c. explaining why natural and human productive resources are limited in schools. E.1.C
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2. Analyze decision making by: E.2

- a. determining that people make choices because of limited resources. E.2.A
 - b. identifying that incentives influence the choices we make. E.2.B
 - c. explaining that the consequences of choices lie in the future. E.2.C
 - d. identifying choices they have made and the incentives that motivated them. E.2.D
 - e. identifying the consequences of choices made in their past. E.2.E
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3. Analyze trade by: E.3

- a. identifying barter as a form of trade. E.3.A
 - b. explaining that people benefit when they trade voluntarily. E.3.B
 - c. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. E.3.C
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4. Analyze choices made regarding career paths by: E.4

- a. identifying jobs and careers in their community. E.4.A
 - b. inquiring about choices that were made in order for people in their community to have certain jobs and careers. E.4.B
 - c. identifying the personal characteristics and interests that are needed for certain jobs and careers. E.4.C
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History

1. Analyze change over time in school by: H.1

- a. analyzing school schedules to determine past, present, and future. H.1.A
 - b. classifying activities of the day, week, and month according to themes. H.1.B
 - c. constructing personal timelines that show events from the past, present, and dreams for the future. H.1.C
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2. Analyze life in the past by: H.2

- a. analyzing photographs, images, and text from schools in the past. H.2.A
- b. comparing images and text descriptions of schools from the past with today. H.2.B
- c. explaining how life today is similar and different than in the past using evidence from a variety of sources. H.2.C