Grade 3	Grade 4	Grade 5
Standard 1 - History *Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.*	**Standard 1- History** *Students will trace the historical periods, places, people, events, and movements that have led to the development of Maryland as a state and the District of Columbia as the nation's capital.*	**Standard 1 – History** *Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States*

Historical Knowledge

3.1.1 Describe American Indian groups who lived in the region when European settlers arrived.

3.1.2 Explain why and how the local community was established and identify founders and early settlers.

3.1.3 Describe the role of specific communities in the development of the region.

 Example: Explain the role of river towns or urban centers, in the development of this region.

3.1.4 Give examples of people, events, and developments that brought important changes to the local community or region.

 Example: Developments in transportation, such as the building of canals, roads, and railroads connected communities and caused changes in population or industry.

Historical Knowledge

4.1.1 Identify and compare the major early cultures that existed in the region prior to contact with Europeans.

4.1.2 Identify and describe historic Indian groups that lived in the region at the time of early European exploration and settlement.

4.1.3 Explains key events that led to the colonization of Maryland.

4.1.4 Explain the importance of the Revolutionary War and other key events and people that influenced Maryland's development.

4.1.5 Explain how key individuals and events influenced the early growth of the new state of Maryland.

4.1.6 Explain the key events that led to the selection of the District of Columbia as the nation's capital.

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

4.1.8 Summarize the participation of Maryland and District of Columbia citizens in the Civil War.

Historical Knowledge
Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1 Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.

 Example: Mississippian culture at Cahokia (600 — 1400 CE.).

5.1.2 Examine accounts of early European explorations of North America, such as the Vikings' explorations and settlements in Greenland and North America, including accounts of interactions and conflicts between those early European explorers and Indians.

5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

 Example: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

5.1.4 Trace the major land and water routes of European

	4.1.9 Give examples of the region's increasing agricultural, industrial, and business development in the nineteenth century.	explorers of the Caribbean region and North America and examine their individual stories and reasons for exploration.
	4.1.10 Describe the participation of this region's citizens in World War I and the changes the war brought to the area.	Example: Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.
	4.1.11 Identify important events and movements that changed life in Maryland and the District of Columbia in the twentieth century. Example: The Great Depression, World War II, African American migration from the South, post-war baby boom, civil rights movements, and the Vietnam War.	5.1.5 Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.
	4.1.12 Research this region's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.	*Colonization and Settlements: 1607 to 1763*
		5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.
		5.1.7 Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.
		Example: King Philip's War (1675 to 1676) in New England was extremely costly to both sides; the French and Indian War was a conflict between the British and French/American Indians to control territory in Northern America.
		5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.
		5.1.9 Evaluate the contributions of political and religious leaders in colonial America.
		Example: John Smith, William Bradford, Roger

Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.

5.1.10 Examine the causes and consequences of the establishment of slavery and describe how slavery became an issue that began to divide the Northern and Southern colonies.

The American Revolution: 1763 to 1783

5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.

Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.

5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of Common Sense, and major battles of the Revolutionary War.

Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.

5.1.13 Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.

Example: The Marquis de Lafayette, Bemnardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben.

5.1.14 Identify and evaluate contribution of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.

		Example: Research on the Internet using women's history Web sites. 5.1.14 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States. *Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800s* 5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states. Identify people who were involved in its development. Example: George Washington, James Madison, George Mason, Alexander Hamilton. 5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791. 5.1.18 Explain the development of the first American political parties and describe the presidential elections of 1792 (re-election of George Washington), 1796 (election of John Adams), and 1800 (election of Thomas Jefferson).
Chronological Thinking, Comprehension, Analysis, and Interpretation 3.1.5 Develop simple timelines of events in the local communities. Example: Use a school newsletter or local newspaper to make a timeline of current events. 3.1.6 Read fiction and nonfiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.	**Chronological Thinking, Comprehension, Analysis, and Interpretation** 4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Maryland and the District of Columbia. 4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*. Example: Identify different opinions on local and state/district events and issues from documents, cartoons, television, and other media.	**Chronological Thinking and Comprehension** 5.1.19 Develop and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801. 5.1.20 Read historical fiction and nonfiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. Example: The Boston Massacre, the Battle of Lexington Green. 5.1.21 Examine an historical narrative about an issue of the

		time and distinguish between statements of opinion and those that are factually grounded.
	* 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	Example: Concerns about slavery, the controversy over the presidential election of 1800.
Research Capabilities	**Research Capabilities**	**Research Capabilities**
3.1.7 Use a variety of community resources — such as libraries, museums, and local historians — to gather information about the local community.	4.1.15 Using primary source* and secondary source* materials, generate questions, seek answers, and write brief comments about an event in Maryland and District of Columbia history. * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents) * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)	5.1.22 Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States. Example: Controversy and debate about the ratification of the United States Constitution. * primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents) * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

Standard 2 – Civics and Government	Standard 2 - Civics and Government	Standard 2 – Civics and Government
Students will explain what it means to be citizens of their community, state/district, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.	*Students will describe the components and characteristics of Maryland's and the District of Columbia's forms of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.*	*Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.*

Foundations of Government

3.2.1 Explain that people are citizens* of their community, state/district, and nation and explain the importance of good citizenship*.

3.2.2 Identify fundamental democratic principles and ideals in American songs, stories, and symbols.

Example: Songs and stories may emphasize freedom and equality. Symbols, such as the flag, emphasize unity and other ideals.

* citizen: a member of a community, state, or nation
* citizenship: the act of practicing one's rights and responsibilities as a member of a community, state, or nation

Functions of Government

3.2.3 Discuss the reasons why governments are needed and identify specific services that governments provide.

Example: Democratic governments protect individual rights and provide services, such as law enforcement.

Foundations of Government

4.2.1 Explain the major purposes of state constitutions and the code of the District of Columbia.

4.2.2 Describe major rights, such as freedom of speech and freedom of religion that people receive as citizens.

4.2.3 Explain why it is necessary for communities to have government.

4.2.4 Describe the meaning behind the state flag of Maryland and the flag of the District of Columbia.

Functions of Government

4.2.5 Identify and explain the major responsibilities of the legislative, executive, and judicial branches of local, state government and national government.

4.2.6 Identify major state/district offices, political figures, the duties and powers associated with them, and how they are selected.

Foundations of Government

5.2.1 Explain why people need government by considering what life would be like in the absence of government.

Example: The purposes of government include the protection of individual rights and the attainment of the common good.

5.2.2 Identify and explain ideas about limited government*, the rule of law, and individual rights in key colonial-era documents.

Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641), and Pennsylvania Charter of Privileges (1701).

5.2.3 Give examples of how the British colonies developed forms of representative government, self-government, and democratic practices within the British imperial political system, including town meetings, colonial legislative bodies, and charters on individual freedoms and rights.

5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States,

3.2.4 Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.

3.2.5 Explain that the world is divided into different countries with their own governments and identify neighboring countries, such as Canada and Mexico.

Roles of Citizens

3.2.6 Discuss and explain the meaning of the Pledge of Allegiance*. Explain other ways citizens can affirm their citizenship.

Example: Students should know that the flag is a symbol of our unity as a nation and that the Pledge of Allegiance is a promise to be loyal to our republic*. Other ways that citizens affirm their citizenship include voting and jury duty.

3.2.7 Use a variety of information resources* to gather information about community leaders and civic issues.

Example: Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, and other information resources.

* Pledge of Allegiance: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all." (Francis Bellamy, 1892)
* republic: a government ruled by representatives chosen by the people
* 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

Relationship of the United States and Other Nations

4.2.7 Explain that Maryland is one of 50 states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.

4.2.8 Explain the unique nature of D.C. as the nation's capital

Roles of Citizens

4.2.9 Give examples of how citizens can participate and influence local and state government and explain the right and responsibility of voting.

4.2.10 Define and provide examples of civic virtues* in a democracy.
Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, reasoned patriotism, fairness, and commitment to the common good.

4.2.11 Use a variety of information resources* to research and write brief comments about a position or course of action on a public issue relating to the region's past or present.

* civic virtues: qualities that contribute to the healthy functioning of a democracy
* 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

such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

Example: Key ideas — union*, popular sovereignty*, republican government* (republicanism), constitutional government* (constitutionalism), federal government* (federalism) , and individual rights*.

5.2.5 Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.

Example: The purposes of government include the protection of individual rights to liberty and attainment of the common good or general welfare of society.

5.2.6 Identify and give examples of individual rights in the Bill of Rights.

Example: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to own property.

* limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights
* union: an alliance of citizens, colonies, states, or other entities for mutual interest or benefit
* popular sovereignty: government by consent of the governed who are the source of all authority in their government
* republican government: type of government in which power is exercised by representatives chosen by the people
* constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power

* federal government: type of government in which power is divided between a central (general or national) government

		and its states, such as the states of the United States * individual rights: personal, political, and economic rights possessed equally by each person
		Functions of Government 5.2.7 Describe various kinds of elections, such as primary elections; general elections; and local, state, and national elections, including those used to select congressional and presidential office holders. 5.2.8 Describe the three branches of the United States government, their functions, and their relationships. Example: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government. **Roles of Citizens** 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation. 5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda*, including voting and participation in the election process. 5.2.11 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. * public agenda: what the public needs and wants with respect to government action * 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

Standard 3 – Geography	Standard 3 - Geography	Standard 3 – Geography
Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand Earth/sun relationships, identify the distinctive physical and cultural features of their community and explain the geographic relationships of their own community with the state/district, nation, and world.	*Students will explain how Earth/sun relationships influence the climate of the Maryland/District of Columbia region, identify the components of Earth's physical systems, describe the major physical and cultural characteristics of this region, give examples of how the interaction of people with their environment has changed over time and continues to change, and identify regions of the state of Maryland and the District of Columbia.*	*Students will describe Earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.*

The World in Spatial Terms

3.3.1 Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Maryland/District of Columbia, and the local community.

3.3.2 Identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.

The World in Spatial Terms

4.3.1 Use latitude* and longitude* to locate places in this region and other parts of the world.

4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.

4.3.3 Explain the essential facts of Earth/sun relationships* and be able to relate these to the climate of the Maryland/DC region.

* latitude: imaginary lines that circle the globe from east to west; the equator is the line of latitude that divides the globe into two equal hemispheres

* longitude: imaginary lines that circle the globe from north to south and pass through the poles

* cardinal directions: north, south, east, west

* intermediate directions: northeast, southeast, northwest, southwest

The World in Spatial Terms

5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Places and Regions

3.3.3   Explain that regions are areas that have similar physical and cultural characteristics* and locate the local community in a specific region.

Example: Mid-Atlantic Region

3.3.4   Explain basic Earth/sun relationships*, including how they influence climate, and identify major climate regions* of the United States.

* cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures
* Earth/sun relationships: the rotation and tilt of Earth on its axis and the revolution of Earth around the sun influence climate variation on Earth; this region has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received
* regions: areas that have common characteristics. Some regions have finite or absolute boundaries, such as political units like a country, state, or school district. Some regions have blurred boundaries, such as crop or climate regions or a region based on primary language. Regions also can be entirely perceptual. An example is the "Midwest," where boundaries vary widely according to people's perception.

Physical Systems

3.3.5   Explain how climate affects the vegetation and animal

Places and Regions

4.3.4   Locate Maryland on a map of the United States; indicate the state capital, major cities, counties, bodies of water, and rivers; and be able to place these on a blank map of the state.

4.3.5   Map the physical regions of Maryland and identify major natural resources and crop regions.

4.3.6   Identify and locate major physical features and natural characteristics of the District of Columbia.

4.3.7   Identify and locate major monuments and historical sites in and around Washington, DC.

4.3.8   Compare contemporary maps of the region to maps of this area at the end of the 18th and 19th centuries.

4.3.9   Recognizes the importance of the Chesapeake Bay in the founding and development of this region.

Physical Systems

4.3.10   Explain how geographical landforms of the region

Places and Regions

5.3.2   Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.

Physical Systems

5.3.4   Locate the continental divide and the major drainage basins in the United States.

5.3.5   Map and describe the characteristics of climate

life of a region and describe the physical characteristics that relate to form an ecosystem*.

* ecosystem: a group of organisms in an area that interact with one another, together with their nonliving environment

Human Systems

3.3.6   Construct maps and graphs that show aspects of human/environment interaction in the local community.

   Example: Patterns of rural, urban, and suburban development.

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have changed over time.

4.3.11   Describe Earth's atmosphere*, lithosphere*, hydrosphere*, and biosphere* and explain how these systems affect life in this region.

   *   atmosphere: the gases that surround Earth, including the air we breathe
   *   lithosphere: the soil and rock that form Earth's surface
   *   hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)
   *   biosphere: all plants and animals

Human Systems

4.3.12   Create a map tracing the routes and methods of travel used by settlers of this region and identify ways in which settlers have changed the landscape over the past two hundred years.

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regions of the United States.

   Example: Distinguish between the moist eastern part of the United States and the drier western part. Explain how mountain ranges cut off moisture from specific regions.

Human Systems

5.3.6   Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.

5.3.7   Describe the major ways that land was used by American Indians and colonists in each region and explain how land use changed in the past and continues to change.

5.3.8   Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing have changed in the past and continue to change.

5.3.9   Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.

   Example: Use electronic sources, such as Geographic Information Systems (GIS)*, to find, interpret, and create maps.

   •   Geographic Information Systems (GIS): information technology systems used to store, analyze,

manipulate, and display a wide range of geographic information

Environment and Society

3.3.7   Use a variety of information resources* to identify local environmental issues and examine the ways that people have tried to solve these problems.

Example: Research how the community gets its water today compared with how early settlers got their water.

* 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

Environment and Society, Uses of Geography

4.3.13   Create maps of this region at different times in history showing regions and major physical and cultural features; give examples of how people in Maryland and the District of Columbia have modified their environment over time.

4.3.14   Read and interpret thematic maps — such as transportation, population, and products — to acquire information about the Maryland/DC region in the present and the past.

Environment and Society, Uses of Geography

5.3.10 Read fiction and nonfiction stories about how American Indians and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.

5.3.11 Give examples of how specific physical features influenced historical events and movements.

Standard 4 – Economics *Students will explain how people in the local community make choices about using goods, services, and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.*	**Standard 4 - Economics** *Students will study and compare the characteristics of Maryland's/District of Columbia's changing economy in the past and present.*	**Standard 4 – Economics** *Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.*
3.4.1 Give examples from the local community that illustrate the scarcity* of productive resources*. Explain how this scarcity requires people to make choices and incur opportunity costs*.	4.4.1 Give examples of the kinds of goods* and services* produced in the local region in different historical periods.	5.4.1 Describe the economic activities within and among American Indian cultures prior to contact with Europeans. Examine the economic factors that helped motivate European exploration and colonization.
3.4.2 Give examples of goods* and services* provided by local government.	4.4.2 Describe specialized jobs and industry within the region.	5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.
3.4.3 Give examples of trade* in the local community and explain how trade benefits both parties.	4.4.3 Define productivity* and provide examples of how productivity has changed in this local region during the past 100 years. Example: Improved farm equipment has helped farms to produce more. Computers have helped businesses to produce more.	Example: Private ownership, markets, competition, rule of law, consumer sovereignty.
3.4.4 Define interdependence* and give examples of how people in the local community depend on each other for goods and services.		5.4.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
8.4.5 List the characteristics of money* and explain how money* makes trade easier.	4.4.4 Explain why both parties benefit from voluntary trade* and give examples of how people have engaged in trade in different time periods.	5.4.4 Explain how education and training, specialization, and investment in capital resources* increase productivity.
3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each. Example: Home "piggy bank," savings accounts, stock market, etc.	4.4.5 Explain that prices change as a result of changes in supply* and demand* for specific products.	5.4.5 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.
3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets.	4.4.6 Give examples of this region's role in world trade. Example: Identify products made or harvested by companies in this area that are exported and foreign-owned companies that are manufacturing products in the area.	5.4.6 Predict the effect of changes in supply* and demand* on price.
3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers. Example: When a family is deciding whether to buy a	4.4.7 List the functions of money* and compare and contrast things that have been used as money in the	5.4.7 Analyze how the causes and effects of changes in price of certain goods* and services* had significant

car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

3.4.9 Gather data about a proposed economic change in the community using a variety of information resources*.

Example: Invite a community leader to discuss the decision to build a bigger library or baseball park in the community.

* scarcity: the idea that resources are limited in relation to people's wants
* productive resources: human resources, natural resources, and capital resources
* opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose
*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

* trade: the voluntary exchange of goods or services
* interdependence: reliance on each other to produce goods and services
* characteristics of money: scarce (not easily found or duplicated), durable, easy to carry, and easy to divide
* money: objects widely accepted in exchange for goods and services
* 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

past.

4.4.8 Explain the purpose of taxes.

4.4.9 Identify entrepreneurs* who have influenced the local community throughout history to present day.

4.4.10 Define profit* and describe how profit is an incentive for entrepreneurs.

4.4.11 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

4.4.12 Explain how money helps people to save and develop a savings plan in order to make a future purchase.

* 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
* productivity: the amount of goods and services produced in a period of time divided by the productive resources used
* trade: the voluntary exchange of goods or services
* supply: what producers are willing and able to sell at various prices
* demand: what consumers are willing and able to buy at various prices
* functions of money: helps people trade, measures the value of items, facilitates saving
* entrepreneur: a person who takes a risk to start a business
* profit: revenues from selling a good or service minus the costs of producing the good or service

influence on events in United States history.

Example: The price of cotton, the price of beaver pelts, and the price of gold all are related to specific events and movements in the development of the United States.

5.4.8 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

* capital resources: goods, such as tools, buildings, and equipment, used in production
* productivity: the amount of goods and services produced in a period of time divided by the productive resources used
* supply: what producers are willing and able to sell at various prices
* demand: what consumers are willing and able to buy at various prices
* 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

Standard 5 – Individuals, Society, and Culture	Standard 5 - Individuals, Society, and Culture	Standard 5 – Individuals, Society, and Culture
Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.	*Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing cultural heritage; and describe the impacts of science, technology, and the arts on culture.*	*Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society*
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups. Example: Communities are made up of families, as well as businesses and industry, religious and civic groups, and governing bodies. 3.5.2 Identify connections that the local community has with other communities, including cultural exchanges of several types, and ways that technology links communities in other places. Example: Some nearby communities share cultural institutions, such as schools or museums. Other communities may have "sister cities" in other parts of the world. The technology of transportation and communication makes these exchanges easier. 3.5.3 Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community. 3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.	4.5.1 Identify ways that social groups* influence individual behavior and responsibilities. Example: When people belong to a group they usually interact with each other frequently and follow the rules of the group. 4.5.2 Identify the different types of social groups to which people belong and the functions these groups perform. Example: Social groups may have social, religious, recreational, cultural, educational, service, civic, political, or other functions. 4.5.3 Define the term cultural group* and give examples of the challenges faced by diverse cultural groups in this region's history. Example: Quakers faced religious and social differences. Recent Asian and Hispanic immigrants face the challenge of adapting to a new language and culture. 4.5.4 Describe the role of regional artists in American visual arts, literature, music, dance, and theatre throughout early and modern cultures. 4.5.5 Give examples of the impacts of science and technology* on the migration and settlement	5.5.1 Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted* to meet basic needs. Example: American Indian groups and early European settlers developed housing, clothing styles, and materials depending upon what was available in the local environment. Living and working in groups made it easier to build houses, hunt, and grow food for crops. People also live in groups today to meet basic and other needs. 5.5.2 Give examples of groups who made up communities* in early America and compare the different ways that communities were organized. Example: Communities in English colonies usually were made up of families as well as religious, military, business, school, and governmental groups. As the colonies grew, colleges and universities were established to provide higher education; militias were formed to provide for local defense; business groups were formed to carry out trade, and colonial assemblies were brought together to make laws. Less formal groups were formed to help meet social, civic, and recreational needs.

3.5.5 Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather cultural information about the community.	patterns of various groups.
	
	4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in this region during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.
	
	4.5.7 Describe how Maryland/District of Columbia meets the needs of its citizens.
	
	    * social group: a group of people who share common goals and interests
	    * cultural group: a group of people who share common language, religion, and customs
	    * technology: the knowledge of how to make things, as well as the invention and development of tools, machines, and skills by humans
		5.5.3 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.
		
		Example: Different religious views within communities sometimes led to founding of new communities, such as Providence, Rhode Island, in 1644. During the revolutionary period, different political ideas led to conflicts between loyalists and patriots. During the development of the Constitution, the federalists and anti-federalists had differences of opinion about the role of government.
		
		5.5.4 Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.
		
		Example: The silver work and furniture of Paul Revere indicated an appreciation of both simplicity and elegance. The poetry of Phyllis Wheatley and popular songs, such as "Yankee Doodle," reflected the patriotic spirit of the time.
		
		5.5.5 Analyze traditional arts, including folk tales and narratives that depict the experiences of ethnic, racial, and religious groups in different regions of the United States.
		
		5.5.6 Read accounts of how scientific and technological innovations have affected the way people lived in the early United States and make predictions about how future scientific and technological developments may change cultural life.
		
		* adaptation: the way people change behavior to meet their needs in a changing environment
		* community: a group of people (or groups of people) who often live close together and have similar interests or goals