



# Applicable Maryland Social Studies Framework and Standards

These standards cover all aspects on the website from the interactive elements to additional lesson plans and ideas found in the teacher resource section.

## Maryland Social Studies Curriculum Standards

### Standard 1.0 Civics

- 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.

### Standard 2.0 Peoples of the Nations and World

- 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.

### Standard 3.0 Geography

- 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.

### Standard 4.0 Economic

- Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

### Standard 5.0 History

- Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and 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.

### Standard 6.0 Skills and Processes

- Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.





# Maryland State Standards

## 5th Grade:

### Maryland State Social Studies Framework Essential Questions:

- How did conflicts over slavery result in the Civil War?
- How did the conclusion of the Civil War affect the United States (North and South) and Maryland?
- Do the benefits of post-war industrialization outweigh the costs?
- How have institutions defined and defended freedom?
- How has government evolved to expand the meaning of "We the People"?

### Maryland College and Career Ready Standards for English Language Arts:

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally





# Maryland State Standards Continued

## 8th Grade:

### Maryland State Social Studies Framework Essential Questions:

- How did regional tensions challenge national unity?
- How can individuals and groups affect social change?
- What factors lead a country to civil war?
- How does war impact and change society?
- How does a nation reconcile past injustices?
- Did the benefits of post-Civil War industrialization outweigh the costs?

### Maryland College and Career Ready Standards for English Language Arts:

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.





# Maryland State Standards Continued

## 9th Grade/ High School US History:

### Maryland State Social Studies Framework Essential Questions:

- Did the benefits of post-Civil War industrialization outweigh the costs?
- Did American Westward Expansion challenge and promote national unity?
- To what extent can individuals and groups change societies?
- Did the 1920s preserve the past or invent the future?
- Were the freedom movements successful in achieving equality for Americans?

### Maryland College and Career Ready Standards for English Language Arts:

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

