

MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

ELEMENTARY • 1ST–6TH GRADE

HISTORY AND POLITICAL GEOGRAPHY

**Montessori Curriculum to Standards Alignment
Elementary • 1st–6th Grade
History and Political Geography**

National Center for Montessori in the Public Sector

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Published in the United States by National Center for Montessori in the Public Sector Press

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Assessment vocabulary drawn from Marzano Resources free online resource, Basic Vocabulary Terms (marzanoresources.com/media/documents/reproducibles/vocab-common-core/basic-terms-and-phrases.pdf)

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CHAPTER 1

FOUNDATIONS

GREAT STORY: THE COMING OF HUMAN BEINGS

SKILLS INVENTORY

Lower Elementary

Listens to stories about significant historical changes and is inspired to gather additional information to clarify or deepen understanding.

MONTESSORI LESSONS

PURPOSES

INITIAL SERIES

Great Story: The Coming of Human Beings

- To generate questions about individuals and groups who have shaped a significant historical change.
- To inspire children to ask and answer questions about information that has been presented orally.
- To inspire children to gather additional information to clarify comprehension or deepen understanding.
- To highlight the gifts which humans have been given.
- To build interest in humanity's story.

ASSESSMENT VOCABULARY

INITIAL SERIES

answer
ask
detail
information
issue
media/medium
question
speaker
text
topic

Cognitive Verbs

answer
ask
clarify
describe
present
recount

ASSESSMENT CONSIDERATIONS

Students will not be assessed on the Great Stories.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS**HISTORY (D2.HIS)****CHANGE, CONTINUITY AND CONTEXT**

His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
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His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
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COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)**LANGUAGE: SPEAKING AND LISTENING (SL)****COMPREHENSION AND COLLABORATION**

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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NOTES

CHAPTER 2

HISTORY

NATURAL HISTORY

SKILLS INVENTORY

Lower Elementary

Uses a chronological sequence of multiple events to compare periods of time starting with the creation of the Universe.

MONTESSORI LESSONS

PURPOSES

INITIAL SERIES

Black Strip

- To put the time humans have been on Earth in context.
- To provide a visual representation of the comparative amount of time the Earth and humans have existed.
- To repeat and elaborate on The Story of Creation, The Coming of Life, and the Timeline of Life.

Clock of Eons/ Eras

- To give an impression of the relative lengths of different eras in earth's history.
- To connect what was happening on the Earth during each eon/ era.

ASSESSMENT CONSIDERATIONS

There are no national assessment standards for Natural History. Consult your state's standards and assessments for considerations.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

HISTORY (D2.HIS)

CHANGE, CONTINUITY, AND CONTEXT

His.1.K-2	Create a chronological sequence of multiple events.
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
His.2.K-2	Compare life in the past to life today.
His.2.3-5	Compare life in specific historical time periods to life today.

NOTES

HUMAN LIFE ON EARTH

SKILLS INVENTORY

Lower Elementary

Understands how weather, climate, and other environmental characteristics affect people's lives in a place or region as well as how human activities affect the cultural characteristics, and the economic activities found there, and how a place or region changes over time.

Upper Elementary

Understands how environmental and cultural characteristics influence population distribution in specific places or regions as well as the movement and settlements of people, goods, and ideas including the impacts of catastrophic environmental and technological events on human settlements and migration.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Significance of the Appearance of Human Beings <ul style="list-style-type: none"> • Introduction • Further Study 	<ul style="list-style-type: none"> • To appreciate the significance of the appearance of human beings on earth.
First Timeline of Human Beings <ul style="list-style-type: none"> • Introduction • Further Study 	<ul style="list-style-type: none"> • To inspire the study of human history. • To appreciate the discoveries and inventions made by our early ancestors.
Second Timeline of Human Beings <ul style="list-style-type: none"> • Early Humans • The Human Journey 	<ul style="list-style-type: none"> • To inspire the study of human history. • To appreciate the discoveries and inventions made by our early ancestors.
Hand Timeline	<ul style="list-style-type: none"> • To give an impression of how long human beings were on earth before they began to fashion artifacts that have survived to this day. • To give an impression of the length of human history prior to the invention of writing. • To encourage appreciation of the human hand.

continues

MONTESSORI LESSONS	PURPOSES
<p>Fundamental Needs of Human Beings</p> <ul style="list-style-type: none"> • Chart 1 • Chart 2 • Research Using the Charts 	<ul style="list-style-type: none"> • To realize that all human beings share certain fundamental needs. • For the children to be introduced to the idea that humans have both material and spiritual needs. • To encourage children to think about how their own needs get met. • To inspire the children to explore specific fundamental needs in more detail. • To provide children with a simple structure to organize their studies of different cultures and civilizations.
MIDDLE SERIES	
<p>Three Phases of History</p>	<ul style="list-style-type: none"> • To understand that human life has changed over time. • To understand that humans live nomadic, agricultural, and urban/industrial lives today.
LATER SERIES	
<p>Civilizations</p> <ul style="list-style-type: none"> • Sumer • Egypt • Indus Valley • Yellow River (Hwang-Ho) • Aztec • Inca • Ancient Greece • Rome • Medieval Europe 	<ul style="list-style-type: none"> • To inspire study of different historical civilizations. • To appreciate the many different ways that people have organized their societies.
<p>Life on Earth</p> <ul style="list-style-type: none"> • The Spread of Vegetation • Vegetation in Different Zones • Location of Cities in North America 	<ul style="list-style-type: none"> • For the children to understand the Earth's different ecological regions. • For children to explore how and why humans meet their needs in different ways depending on the region in which they live. • To allow the children to synthesize their knowledge of the sun's energy, weather patterns, vegetation, and human needs. • To remind the children that humans meet their fundamental needs in different ways depending on their environment. • To encourage respect for the many ways that people meet their needs and for the people who have found so many solutions to the challenges of their environments. • To explore the historical reasons that people chose to settle in particular places. • To connect the areas of geography and history.

continues

MONTESSORI LESSONS	PURPOSES
<p>Migrations of People</p> <ul style="list-style-type: none"> • The Story of Humans Migrating • Drying of the Deserts, Movement of the Glaciers • The Hunt: Following the Herd • Billiard Ball Movement • Nomadic Horde • Infiltration and Fusion • Clearing of the Forest • Breaking the Wall • Seaborne Migration • The Melting Pot vs. Tossed Salad vs. Fusion 	<ul style="list-style-type: none"> • To give an impression of the various migration patterns that have occurred and continue to occur in history. • To encounter the idea that people move in order to meet their needs.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS	
GEOGRAPHY (D2.GEO)	
HUMAN ENVIRONMENT INTERACTION: PLACE, REGIONS AND CULTURE	
Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

continues

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

HUMAN POPULATIONS: SPATIAL PATTERNS AND MOVEMENTS

Geo..7.K-2	Explain why and how people, goods, and ideas move from place to place.
Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS

Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
Geo.10.3-5	Explain why environmental characteristics vary among different world regions.

HISTORY (D2.HIS)

CHANGE, CONTINUITY, AND CONTEXT

His.1.K-2	Create a chronological sequence of multiple events.
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
His.2.K-2	Compare life in the past to life today.
His.2.3-5	Compare life in specific historical time periods to life today.

CAUSATION AND ARGUMENTATION

His.14.K-2	Generate possible reasons for an event or development in the past.
His.14.3-5	Explain probable causes and effects of events and developments.
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
His.16.3-5	Use evidence to develop a claim about the past.

NOTES

Blank area for notes.

HUMAN HISTORY

SKILLS INVENTORY

Lower Elementary

Identifies significant individuals, groups, events and time periods of their local community, state, and the United States and can compare perspectives and different accounts of the same historical event.

Upper Elementary

Identifies significant individuals, groups, events, and time periods of World History (Western and Eastern Hemispheres) and can explain probable causes and effects of events and developments.

MONTESSORI LESSONS

PURPOSES

INITIAL SERIES

Local Community

- Teacher-Created Lessons
 - Urban, Suburban, Rural
 - Democracy
 - Rules and Laws
 - Geography

- To understand that a community is a population of various individuals in a common location.
- To define the characteristics of urban, suburban, or rural communities.
- To identify the similarities and differences shared within a community and with other communities.
- To understand the principles of democracy, and how these principles are reflected in all types of communities.
- To understand how geography and natural resources shape communities.
- To recognize that communities have rules and laws that affect how they function.
- To identify how citizens contribute to a community's government through leadership and service.

MIDDLE SERIES

Child's Own State

- Teacher-Created Lessons
 - Geography
 - Historical Periods
 - Government

- To introduce the children to the history of their own state.
- To build understanding of and appreciation for indigenous peoples.
- For children to develop an understanding of how people lived in in their state during various periods of history.
- For the children to have chronological context for the history of their state.
- To understand the principles of democracy, and how these principles are reflected in all state governments.

continues

MONTESSORI LESSONS	PURPOSES
<p>United States History</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Indigenous Americans • European Exploration • Colonial Times • Independence and Expansion • Reform and Reconstruction • New Nation • Blank United States History Timeline • Government 	<ul style="list-style-type: none"> • To introduce the children to the history of their own country. • To demonstrate ways that the children can study other societies. • For children to understand that people lived in North America long before the arrival of Europeans. • To build understanding of and appreciation for indigenous peoples, both in the past and present. • For children to develop an understanding of how people lived in North America during the Colonial period. • For children to develop an understanding of how life changed once the USA became independent of England. • For children to develop an understanding of how life changed during Reconstruction. • For children to develop an understanding of how life changed with the rise of technology. • For the children to have chronological context for the history of the United States of America. • To understand that the United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
LATER SERIES	
<p>World History—Western Hemisphere</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Early Societies and Civilizations • Exploration • Geography • Government • Economics <p>World History—Eastern Hemisphere</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Geography • Early Societies and Civilizations • World Religions • Government • Economics 	<ul style="list-style-type: none"> • To recognize that early societies and civilizations have defining characteristics in common, each is also known for unique cultural achievements and contributions. • To explore how societies and civilizations change over time. • To identify that various European powers explored and eventually colonized the Western Hemisphere. • To recognize that diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. • To understand that the political systems of the Western Hemisphere vary in structure and organization across time and place. • To understand that the diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. • To describe how human communities in the Eastern Hemisphere have adapted to or modified the physical environment. • To understand early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • To recognize the major religions and belief systems developed in the Eastern Hemisphere. • To describe the similarities and differences between world religions. • To understand how trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

HISTORY (D2.HIS)

CHANGE, CONTINUITY, AND CONTEXT

His.1.K-2	Create a chronological sequence of multiple events.
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
His.2.K-2	Compare life in the past to life today.
His.2.3-5	Compare life in specific historical time periods to life today.
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.

PERSPECTIVES

His.4.K-2	Compare perspectives of people in the past to those of people in the present.
His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.
His.5.3-5	Explain connections among historical contexts and people's perspectives at the time.
His.6.K-2	Compare different accounts of the same historical event.
His.6.3-5	Describe how people's perspectives shaped the historical sources they created.

CAUSATION AND ARGUMENTATION

His.14.K-2	Generate possible reasons for an event or development in the past
	Explain probable causes and effects of events and developments.
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
His.16.3-5	Use evidence to develop a claim about the past.
His.17.3-5	Summarize the central claim in a secondary work of history.

NOTES

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KEYS FOR EXPLORATION

SKILLS INVENTORY

Lower Elementary

- Understands how to create a chronological sequence of multiple events using a timeline.
- Understands how to use historical sources to answer questions about historical individuals, groups, and/or events.

Upper Elementary

- Understands how to create and use a chronological sequence (timeline) of to compare events that happened at the same time.
- Understands how to use historical sources to answer questions about historical individuals, groups, and/or events and uses information about a historical source (the maker, date, place of origin, intended audience, and purpose) to judge the extent to which the source is useful for studying a particular topic.

MONTESSORI LESSONS

PURPOSES

The History Question Charts

- Introduction
- Research

- To provide an open-ended tool to the children, for use as they study a culture.
- To help the children become familiar with the History Question Charts.
- To model possible answers for the children's own research.
- For children to learn about the civilization featured in the prepared cards.
- To provide one model for conducting research.

Making a Timeline

- To provide the children with a tool for history study.
- To provide a useful method for learning specific dates and facts in jurisdictions that require this.

BCE/CE Timeline

- Introduction of the Timeline
- The Cards of Fundamental Human Need

- To introduce our system for measuring time, and the history behind it.
- To facilitate historical research.
- To inspire study of other calendrical systems.
- To discover different ways that humans have met their needs throughout history.
- To appreciate the acceleration of human invention in recent history.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS	
HISTORY (D2.HIS)	
CHANGE, CONTINUITY, AND CONTEXT	
His.1.K-2	Create a chronological sequence of multiple events.
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
His.2.K-2	Compare life in the past to life today.
His.2.3-5	Compare life in specific historical time periods to life today.
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
HISTORICAL SOURCES AND EVIDENCE	
His.9.K-2	Identify different kinds of historical sources.
His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
His.10.K-2	Explain how historical sources can be used to study the past.
His.10.3-5	Compare information provided by different historical sources about the past.
His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.
His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

continues

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

CAUSATION AND ARGUMENTATION

His.14.K-2	Generate possible reasons for an event or development in the past.
His.14.3-5	Explain probable causes and effects of events and developments.
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
His.16.3-5	Use evidence to develop a claim about the past.
His.17.3-5	Summarize the central claim in a secondary work of history.

NOTES

CHAPTER 3

ECONOMICS

ECONOMICS

SKILLS INVENTORY

Lower Elementary

- Understands that people make economic choices as producers and consumers of goods and services based on their economic wants and needs as well as their resources to obtain them.
- Understands that a community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants and that each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

Upper Elementary

- Understands how economic activities in the student's own state and the United States have varied and changed over time, with improvements in transportation and technology.
- Understands how many countries of the Western Hemisphere trade with each other, as well as with other countries around the world to meet the needs and wants of the people who live there.
- Understands how migration (westward movement) and immigration have impacted economic activities.
- Understands how trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

MONTESSORI LESSONS PURPOSES	
INITIAL SERIES	
<p>Economics</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Scarcity • Costs and Benefits • Goods and Services • Consumers and Producers • Banks • Saving and Borrowing 	<ul style="list-style-type: none"> • To explain how scarcity necessitates decision making. • To explain how scarcity affects choices made by families and communities • To identify costs and benefits associated with decisions. • To describe the resources used to produce goods and provide services. • To distinguish between a consumer and a producer and their relationship to goods and services. • To describe the goods and services that are produced in the local community, and those that are produced in other communities. • To identify goods and services that the government provides and the role of taxes. • To describe the role of banks, saving, and borrowing in the economy.
<p>Human Interdependencies</p> <ul style="list-style-type: none"> • Where do we Get our Food? • What does the Farmer Produce? • Who Depends on the Farmer? • Who does the Farmer Need? • The Flow of Goods • The Collection Bowl 	<ul style="list-style-type: none"> • To examine production of a commodity, with focus upon the tasks undertaken by each individual involved. • To explore the interdependencies inherent in commodity production and consumption. • To recognize where their food and many other products come from. • To build respect for the jobs people do. • To introduce systems of exchange, such as bartering. • To explore money as a means of storing value. • To explore the role of money and taxes in society. • To recognize that some needs cannot be met well by individuals. • To see that people can pool their resources in order to answer the general needs of the community.

continues

MONTESSORI LESSONS PURPOSES	
MIDDLE SERIES	
Economic Geography <ul style="list-style-type: none"> • What is Produced and Where? • How Much is Produced? • How Much Do We Consume? • Comparison of Consumption and Production • World Trade • Trade Balance and the Flow of Money 	<ul style="list-style-type: none"> • To introduce children to the idea that different locations produce different products. • To gain an impression of the magnitude of human production. • To explore the magnitude of human consumption. • To recognize that production and consumption can be out of balance. • To prepare for lessons on world trade. • To introduce the terms: import, export, and trading partner. • To recognize that nations depend upon one another for the satisfaction of their needs. • To introduce the children to terms such as deficit and surplus. • To see the effect of trade between nations.
LATER SERIES	
Economics <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Costs and Benefits • Positive and Negative Incentives • Resources • Trade • Money • Investment • Profits • Financial Institutions • Interest Rates • Inflation & Deflation • Unemployment • Goods and Services • Human Capital • Economic Interdependence 	<ul style="list-style-type: none"> • To compare the benefits and costs of individual choices. • To identify examples of external benefits and costs. • To identify positive and negative incentives that influence the decisions people make. • To identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. • To explain why individuals and businesses specialize and trade. • To explain how trade leads to increasing economic interdependence among nations. • To explain the role of money in making exchange easier. • To explain the relationship between investment in human capital, productivity, and future incomes. • To explain how profits influence sellers in markets. • To describe the role of other financial institutions in an economy. • To explain what interest rates are. • To explain the meaning of inflation, deflation, and unemployment. • To explain the ways in which the government pays for the goods and services it provides. • To describe ways people can increase productivity by using improved capital goods and improving their human capital. • To explain the effects of increasing economic interdependence on different groups within participating nations.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

ECONOMICS (D2.ECO)

ECONOMIC DECISION MAKING

Eco.1.K-2	Explain how scarcity necessitates decision making.
Eco.1.3-5	Compare the benefits and costs of individual choices.
Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.

EXCHANGE AND MARKETS

Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
Eco.4.3-5	Explain why individuals and businesses specialize and trade.
Eco.5.K-2	Identify prices of products in a local market.
Eco.5.3-5	Explain the role of money in making exchange easier.
Eco.6.K-2	Explain how people earn income.
Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
Eco.7.K-2	Describe examples of costs of production.
Eco.7.3-5	Explain how profits influence sellers in markets.
Eco.8.3-5	Identify examples of external benefits and costs.
Eco.9.K-2	Describe the role of banks in an economy.
Eco.9.3-5	Describe the role of other financial institutions in an economy.

continues

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

THE NATIONAL ECONOMY

Eco.10.K-2	Explain why people save.
Eco.10.3-5	Explain what interest rates are.
Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
Eco.12.K-2	Describe examples of the goods and services that governments provide.
Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
Eco.12.K-2	Describe examples of capital goods and human capital.
Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.

THE GLOBAL ECONOMY

Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
Eco. 14.3-5	Explain how trade leads to increasing economic interdependence among nations.
Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.

GEOGRAPHY (D2.GEO)

GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS

Geo.11.K-2	Explain how the consumption of products connects people to distant places.
Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

NOTES

Blank area for notes.

CHAPTER 4

TIME

TIME

SKILLS INVENTORY

Lower Elementary

- Understands why and how humans measure time and the origins of the names of days of the week and months of the year.
- Creates and uses a chronological sequence such as a timeline.

Upper Elementary

- Understands the patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

MONTESSORI LESSONS PURPOSES

INITIAL SERIES

The Story of Time

- To build interest in why and how humans measure time.

The Calendar

- Days of the Week
 - Origins of the Names of the Days of the Week
 - Months of the Year
 - Origins of the Names of the Months of the Year
 - Clock Time
 - My Day
 - My Family Timeline
- To learn the names of the week.
 - To build interest in etymology.
 - To tell time from an analog clock.
 - To apply their ability to tell time to events in their own lives.
 - To reinforce the linear representation of time.
 - To recognize how time moves in their own life.
 - To understand how to sequence, how time is spent, and the skills to make a timeline.

SEE MATHEMATICS: MEASUREMENT FOR MORE LESSONS ON TIME

ASSESSMENT VOCABULARY**INITIAL SERIES**

a.m.
 addition
 analog clock
 digital clock
 five
 half-hour
 hour (hr)
 minute (min)
 number line
 p.m.
 represent
 subtraction
 time
 time interval
 word problem

Cognitive Verbs

measure
 represent
 solve

ASSESSMENT CONSIDERATIONS**INITIAL SERIES****Students will be asked to:**

- Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.B.3)
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.C.7)

MIDDLE SERIES**Students will be asked to:**

- Tell and write time to the nearest minute and measure time intervals in minutes. (3.MD.A.1)
- Solve word problems involving addition and subtraction of time intervals in minutes. (3.MD.A.1)

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

HISTORY (D2.HIS)

CHANGE, CONTINUITY, AND CONTEXT

His.1.K-2	Create a chronological sequence of multiple events.
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.

COMMON CORE STATE STANDARDS (CCSS.MATH.CONTENT)

MATHEMATICS: MEASUREMENT AND DATA (MD)

TELL AND WRITE TIME

1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

TIME

NOTES

Large empty rectangular area for taking notes.

CHAPTER 5

GEOGRAPHY

GLOBES AND MAPS

SKILLS INVENTORY

Lower Elementary

Uses globes, maps, and geographic models to identify major geographic features (continents, oceans, rivers, lakes, mountains) and major political locations (countries, cities, capitals).

Upper Elementary

Expands on use of globes, maps, and geographic models to identify geographic features (continents, oceans, rivers, lakes, mountains) and political locations (countries, cities, capitals).

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Globes and Maps	<ul style="list-style-type: none">• To review the work in the primary on globes and maps.
Elementary Land and Water Forms	<ul style="list-style-type: none">• To review the work in the primary on land and water forms.
Puzzle Maps (extension from Primary)	<ul style="list-style-type: none">• To continue the work started in the primary on puzzle maps.
MIDDLE SERIES	
Making Models of Geographic Features	<ul style="list-style-type: none">• To make models of geographic features.• To learn the names and properties of geographic features.
Geographic Names <ul style="list-style-type: none">• Outline Maps• Pin Maps	<ul style="list-style-type: none">• To learn the names given by people to political entities such as countries, cities, capitals, and the names given by people to natural features of the earth such as continents, oceans, rivers, lakes, mountains.

ASSESSMENT VOCABULARY**INITIAL SERIES**

area
body of water
develop
land
locate
map
represent

ASSESSMENT CONSIDERATIONS**INITIAL SERIES**

Students will be asked to demonstrate understanding that:

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS**GEOGRAPHY (D2.GEO)****HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS**

Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.

NEXT GENERATION SCIENCE STANDARDS**EARTH AND SPACE SCIENCE (ESS)****EARTH'S SYSTEMS: PROCESSES THAT SHAPE THE EARTH****2-ESS2-2**

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

NOTES

CHAPTER 6

CIVICS

CIVICS

SKILLS INVENTORY

Lower Elementary

- Understands that citizens are members of a community or group that have rules and laws to protect the rights and define the responsibilities of individuals and groups and that citizens contribute to a community's government through leadership and service.
- Understands that the United States is founded on the principles of democracy and there are different forms of government around the world that affect the role of citizens within those communities.
- Identifies the concept of universal human rights, which suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

Upper Elementary

- Understands how the student's own states' and United States' governments protect the rights of citizens and promote the common good by establishing rights, freedoms, and responsibilities for its citizens.
- Understands that as societies and civilizations change over time, their political and economic structures evolve.
- Understands that the political systems of the Western Hemisphere and the Eastern Hemisphere vary in structure and organization across time and place.

MONTESSORI LESSONS PURPOSES	
INITIAL SERIES	
Political Institutions • Teacher-Created Lessons	<ul style="list-style-type: none"> • To identify different political systems. • To identify the role of the individual in classroom, school, and local community. • To identify the president of the United States and their leadership responsibilities. • To identify the school principal and their leadership responsibilities.
Civic Life • Teacher-Created Lessons	<ul style="list-style-type: none"> • To participate in activities that focus on a classroom, school, or local community issue or problem. • To demonstrate respect for the rights of others in discussions and classroom debates. • To show respect in issues involving differences and conflict. • To participate in negotiating and compromising in the resolution of differences and conflict. • To identify situations in which social actions are required.
Processes, Rules, and Laws • Teacher-Created Lessons	<ul style="list-style-type: none"> • To identify rights and responsibilities within the classroom and school.
MIDDLE SERIES	
Political Institutions • Teacher-Created Lessons	<ul style="list-style-type: none"> • To identify different types of political systems found in world communities. • To identify different types of political systems used at various times in state history. • To identify different types of political systems used at various times in United States history. • To identify leaders of world communities and the president of the United States; identify similarities and differences in their roles. • To identify people in positions of power and how they can influence people's rights and freedom.

continues

MONTESSORI LESSONS PURPOSES	
<p>Civic Life</p> <ul style="list-style-type: none"> • Teacher-Created Lessons 	<ul style="list-style-type: none"> • To demonstrate respect for the rights of others in discussions and classroom debates. • To participate in activities that focus on a classroom, school, community, state, national or world community issue or problem. • To identify opportunities for and the role of the individual in social and political participation in the school, local community, state, or world community. • To show respect in issues involving differences and conflict. • To participate in negotiating and compromising in the resolution of differences and conflict. • To identify situations in which social actions are required and suggest actions.
<p>Processes, Rules, and Laws</p> <ul style="list-style-type: none"> • Teacher-Created Lessons 	<ul style="list-style-type: none"> • To identify rights and responsibilities as a citizen of your local community and/or state and compare them to those in world communities.
LATER SERIES	
<p>Political Institutions</p> <ul style="list-style-type: none"> • Teacher-Created Lessons 	<ul style="list-style-type: none"> • To identify and explore different types of political systems and ideologies used by various countries of the world. • To identify the role of individuals and key groups in those political and social systems used by various countries of the world. • To describe the roles of people in power in various countries of the world, both historically and currently. • To identify ways that political figures can influence people’s rights and freedoms.
<p>Civic Life</p> <ul style="list-style-type: none"> • Teacher-Created Lessons 	<ul style="list-style-type: none"> • To demonstrate respect for the rights of others in discussion and classroom debates. • To consider alternate views in discussions. • To participate in activities that focus on a local issue or problem in various countries of the world. • To identify and describe opportunities for and the role of the individual in social and political participation at various times and in various countries of the world. • To participate in negotiating and compromising in the resolution of differences and conflict. • To introduce and examine the role of conflict resolution. • To identify situations with a global focus in which social actions are required and suggest solutions.
<p>Processes, Rules, and Laws</p> <ul style="list-style-type: none"> • Teacher-Created Lessons 	<ul style="list-style-type: none"> • To identify rights and responsibilities of citizens within societies in various countries of the world. • To develop an understanding of the interdependence of individuals and groups in communities.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

CIVICS (D2.CIV)

CIVIC AND POLITICAL INSTITUTIONS

Civ.1.K-2	Describe roles and responsibilities of people in authority.
Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
Civ.4.K-2	Begins in grades 3–5.
Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
Civ.5.K-2	Explain what governments are and some of their functions.
Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

continues

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

PARTICIPATION AND DELIBERATION: APPLYING CIVIC VIRTUES AND DEMOCRATIC PRINCIPLES

Civ.7.K-2	Apply civic virtues when participating in school settings.
Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
Civ.10.K-2	Compare their own point of view with others' perspectives.
Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

PROCESSES, RULES AND LAWS

Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
Civ.13.3-5	Explain how policies are developed to address public problems.
Civ.14.K-2	Describe how people have tried to improve their communities over time.
Civ.14.3-5	Illustrate historical and contemporary means of changing society.

NOTES

CIVICS

INDEXES

STANDARDS TO MONTESSORI INDEX

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
CIVICS (D2.CIV)		
CIVIC AND POLITICAL INSTITUTIONS		
Civ.1.K-2	Describe roles and responsibilities of people in authority.	Civics • Civics
Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	
Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.	
Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	
Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.	
Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	
Civ.4.K-2	D2.Civ.4 begins in 3rd grade.	
Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.	
Civ.5.K-2	Explain what governments are and some of their functions.	
Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	

continues

**COLLEGE, CAREER, AND CIVIC LIFE (C3)
FRAMEWORK FOR STATE SOCIAL STUDIES
STANDARDS**
**MONTESSORI CHAPTERS
AND SECTIONS**
**PARTICIPATION AND DELIBERATION: APPLYING CIVIC VIRTUES AND
DEMOCRATIC PRINCIPLES**

Civ.7.K-2	Apply civic virtues when participating in school settings.	Civics • Civics
Civ.7.3-5	Apply civic virtues and democratic principles in school settings.	
Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	
Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.	
Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	
Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.	
Civ.10.K-2	Compare their own point of view with others' perspectives.	
Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	
PROCESSES, RULES, AND LAWS		
Civ.11.K-2	Explain how people can work together to make decisions in the classroom.	Civics • Civics
Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	
Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.	
Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.	
Civ.13.3-5	Explain how policies are developed to address public problems.	

continues

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
Civ.14.K-2	Describe how people have tried to improve their communities over time.	Civics • Civics
Civ.14.3-5	Illustrate historical and contemporary means of changing society.	
GEOGRAPHY (D2.GEO)		
GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD		
Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.	Geography • Globes and Maps
Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.	
Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	
Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	
Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	
Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.	
HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE		
Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	History • Human Life on Earth
Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.	
Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.	

continues

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.	History • Human Life on Earth
Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.	
Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	
HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS		
Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.	History • Human Life on Earth
Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	
Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.	
Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.	
Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.	
Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	
GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS		
Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.	History • Human Life on Earth
Geo.10.3-5	Explain why environmental characteristics vary among different world regions.	

continues

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
HISTORY (D2.HIS)		
CHANGE, CONTINUITY, AND CONTEXT		
His.1.K-2	Create a chronological sequence of multiple events.	History <ul style="list-style-type: none"> • Natural History • Human Life on Earth • Human History • Keys for Exploration Time <ul style="list-style-type: none"> • Time
His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.	
His.2.K-2	Compare life in the past to life today.	History <ul style="list-style-type: none"> • Natural History • Human Life on Earth • Keys for Exploration
His.2.3-5	Compare life in specific historical time periods to life today.	History <ul style="list-style-type: none"> • Natural History • Human Life on Earth • Human History Time <ul style="list-style-type: none"> • Time
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.	Foundations <ul style="list-style-type: none"> • Great Story: The Coming of Human Beings History <ul style="list-style-type: none"> • Human History • Keys for Exploration Also aligned in Biology: <ul style="list-style-type: none"> • The Coming of Human Beings
His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.	

continues

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
PERSPECTIVES		
His.4.K-2	Compare perspectives of people in the past to those of people in the present.	History • Human History
His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.	
His.5.3-5	Explain connections among historical contexts and people's perspectives at the time.	
His.6.K-2	Compare different accounts of the same historical event.	
His.6.3-5	Describe how people's perspectives shaped the historical sources they created.	
HISTORICAL SOURCES AND EVIDENCE		
His.9.K-2	Identify different kinds of historical sources.	History • Keys to Exploration
His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.	
His.10.K-2	Explain how historical sources can be used to study the past.	
His.10.3-5	Compare information provided by different historical sources about the past.	
His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.	

continues

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.	History <ul style="list-style-type: none"> • Keys to Exploration
His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.	
His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.	
His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	
CAUSATION AND ARGUMENTATION		
His.14.K-2	Generate possible reasons for an event or development in the past.	History <ul style="list-style-type: none"> • Human Life on Earth • Human History • Keys for Exploration
His.14.3-5	Explain probable causes and effects of events and developments.	
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.	
His.16.3-5	Use evidence to develop a claim about the past.	
His.17.3-5	Summarize the central claim in a secondary work of history.	History <ul style="list-style-type: none"> • Human History • Keys for Exploration

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SPEAKING AND LISTENING (SL)		
COMPREHENSION AND COLLABORATION		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Foundations <ul style="list-style-type: none"> • Great Story: The Coming of Human Beings
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

MONTESSORI TO STANDARDS INDEX

MONTESSORI CHAPTER AND SECTION	COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS ALIGNED	
FOUNDATIONS		
Great Story: The Coming of Human Beings	SL	Speaking and Listening* <ul style="list-style-type: none"> • Comprehension and Collaboration * CCSS.ELA-Literacy
	D2.His	History <ul style="list-style-type: none"> • Change, Continuity, and Context
HISTORY		
Natural History	D2.His	History <ul style="list-style-type: none"> • Change, Continuity, and Context
Human Life on Earth	D2.Geo	Geography <ul style="list-style-type: none"> • Human-Environment Interaction: Place, Regions, and Culture • Human Population: Spatial Patterns and Movements • Global Interconnections: Changing Spatial Patterns
	D2.His	History <ul style="list-style-type: none"> • Change, Continuity, and Context • Causation and Argumentation
Human History	D2.His	History <ul style="list-style-type: none"> • Change, Continuity, and Context • Causation and Argumentation • Perspectives
Keys for Exploration	D2.His	History <ul style="list-style-type: none"> • Historical Sources and Evidence • Causation and Argumentation • Change, Continuity, and Context

continues

MONTESSORI CHAPTER AND SECTION		COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS ALIGNED	
ECONOMICS			
Economics	D2.Eco	Economics	<ul style="list-style-type: none"> • Economic Decision Making • Exchange and Markets • The National Economy • The Global Economy
	D2.Geo	Geography	<ul style="list-style-type: none"> • Global Interconnections: Changing Spatial Patterns
TIME			
Time	D2.His	Time	<ul style="list-style-type: none"> • Change, Continuity, and Context
GEOGRAPHY			
Globes and Maps	D2.Geo	Geography	<ul style="list-style-type: none"> • Geographic Representations: Spatial Views of the World
CIVICS			
Civics	D2.Civ	Civics	<ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation: Applying Civic Virtues and Democratic Principles • Processes, Rules, and Laws