

MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

PRIMARY • PK3–K

SOCIAL STUDIES

Montessori Curriculum to Standards Alignment
Primary • PK3–K
Social Studies

National Center for Montessori in the Public Sector

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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

GEOGRAPHY

POLITICAL GEOGRAPHY

NOTE

Political Geography is typically introduced sensorially in the Sensorial area of the Montessori curriculum, and is included in the Sensorial Album.

SKILLS INVENTORY

- Understands the different uses for globes and maps
- Identifies the political geography of the world including continents and countries.
- Identifies the flags of the world.

MONTESSORI LESSONS	PURPOSES
Puzzle Maps <ul style="list-style-type: none">• From Maps to Globes• World Map of the Continents• Individual Continent Maps	<ul style="list-style-type: none">• Sensorial preparation for an awareness of the civilization, history, geography, and anthropology of different parts of the world.• Preparation for the later study of geography.• To ask geographic questions about where places are located and why they are located there.• To use location terms and geographic representations, such as maps, photographs, satellite images, and models.
Map Making <ul style="list-style-type: none">• World Map<ul style="list-style-type: none">• Tracing• Push Pins• Continent Map<ul style="list-style-type: none">• Tracing	<ul style="list-style-type: none">• To further interest the child in the study of geography.• To ask geographic questions about where places are located and why they are located there.• To use location terms and geographic representations, such as maps, photographs, satellite images, and models.
Mapping Make a Map and Use a Map <ul style="list-style-type: none">• The Model Town or Farm	<ul style="list-style-type: none">• To further interest the child in the study of geography.• To ask geographic questions about where places are located and why they are located there.• To use location terms and geographic representations, such as maps, photographs, satellite images, and models.

continues

MONTESSORI LESSONS	PURPOSES
Geography Folders	<ul style="list-style-type: none"> To relay the idea that there are cultural differences and similarities. To further interest the child in the study of geography. To ask geographic questions about where places are located and why they are located there. To use location terms and geographic representations, such as maps, photographs, satellite images, and models. To identify natural events or physical features, such as land, water, air, and wind.
Flags Matching Flags to their Countries <ul style="list-style-type: none"> Introduction to the Parts of a Flag 	<ul style="list-style-type: none"> Association of flags with their country and further appreciation of cultural differences of the countries of the world. To further interest the child in the study of geography.
Biomes of the Earth <ul style="list-style-type: none"> Teacher-Created Lesson 	<ul style="list-style-type: none"> To identify natural events or physical features, such as land, water, air, and wind.
Environmental Impact <ul style="list-style-type: none"> Teacher-Created Lesson 	<ul style="list-style-type: none"> To describe how the environment affects activities. To identify a pattern. To identify a human activity that changed a place.

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

GEOGRAPHY (D2.GEO)

GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD

Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

continues

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

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.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.

HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS

Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.

HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS

Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
Geo.11.K-2	Explain how the consumption of products connects people to distant places.
Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.

NEXT GENERATION SCIENCE STANDARDS**PHYSICAL SCIENCE (PS)****ENERGY**

K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.
K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

EARTH AND SPACE SCIENCE (ESS)**EARTH'S SYSTEMS**

K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
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EARTH AND HUMAN ACTIVITY

K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
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NOTES

CHAPTER 2

HISTORY, ECONOMICS, AND CIVICS

HISTORY

SKILLS INVENTORY

- Demonstrates understanding of past, present, and future by retelling events from their life in sequential order.
- Demonstrates understanding of time measurement, including minutes, hours, days, months, and year.

MONTESSORI LESSONS	PURPOSES
The Clock <ul style="list-style-type: none">• Introduction	<ul style="list-style-type: none">• To learn how to tell time.• To understand the concept of time measurements, including days and weeks.
Life Events <ul style="list-style-type: none">• Teacher-Created Lessons<ul style="list-style-type: none">• Cause and Effect• Past, Present, Future	<ul style="list-style-type: none">• To relate time to events in students' lives.• To retell an important life event in sequential order.• To identify causes and effects using an example from their family life.• To identify change over time in their life.• To identify events of the past, present, and future in their life.• To identify routines and common occurrences in their life.

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.2.K-2	Compare life in the past to life today.
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.

PERSPECTIVES

His.4.K-2	Compare perspectives of people in the past to those of people in the present.
His.6.K-2	Compare different accounts of the same historical event.

HISTORICAL SOURCES AND EVIDENCE

His.9.K-2	Identify different kinds of historical sources.
His.10.K-2	Explain how historical sources can be used to study 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.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.

CAUSATION AND ARGUMENTATION

His.14.K-2	Generate possible reasons for an event or development in the past
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.

ECONOMICS

SKILLS INVENTORY

Demonstrates understanding by describing what money is and how it is used in society including goods, services, and scarcity.

MONTESSORI LESSONS

PURPOSES

Economics

- Teacher-Created Lessons
 - Money
 - Goods
 - Services
 - Scarcity

- To identify what money is and how it is used in society.
- To identify examples of goods and services.
- To identify examples of scarcity.

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.2.K-2 Identify the benefits and costs of making various personal decisions.

EXCHANGE AND MARKETS

Eco.3.K-2 Describe the skills and knowledge required to produce certain 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.5.K-2 Identify prices of products in a local market.

Eco.6.K-2 Explain how people earn income.

Eco.7.K-2 Describe examples of costs of production.

Eco.9.K-2 Describe the role of banks 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.12.K-2 Describe examples of the goods and services that governments provide.

Eco.13.K-2 Describe examples of capital goods and 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.15.K-2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

CIVICS

SKILLS INVENTORY

Demonstrates understanding by identifying school leadership, following the rules of the classroom and school, and participating in classroom and school issues or problems with respect.

MONTESSORI LESSONS

PURPOSES

Opportunities to Participate in the School and Classroom Community

- Practical Life
- Grace and Courtesy
- Class Meetings

- To participate in activities that focus on a classroom or school issue or problem.
- To show respect when discussing issues involving difference and conflict.
- To identify situations in which social actions are required.
- To identify and follow rules in the classroom and school.
- To demonstrate respect for the rights of others.
- To identify the role of the individual in classroom participation.
- Identify the school principal and his/her role within the school.

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.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
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

PARTICIPATION AND DELIBERATION: APPLYING CIVIC VIRTUES AND DEMOCRATIC PRINCIPLES

Civ.7.K-2	Apply civic virtues when participating in school settings.
Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
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.10.K-2	Compare their own point of view with others' perspectives.
PROCESSES, RULES, AND LAWS	
Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
Civ.14.K-2	Describe how people have tried to improve their communities over time.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
APPROACHES TO LEARNING (P-ATL)		
EMOTIONAL AND BEHAVIORAL SELF-REGULATION		
P-ATL 2. Child follows classroom rules and routines with increasing independence		
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. • Responds to signals when transitioning from one activity to another.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

P-ATL 4. Child manages actions, words, and behavior with increasing independence

<p>Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</p>	<p>Manages own actions, words, and behavior with occasional support from adults.</p>	<ul style="list-style-type: none"> • Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. • Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. • Waits for turn, such as waits in line to wash hands or waits for turn on swings. • Refrains from aggressive behavior towards others. • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.
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INITIATIVE AND CURIOSITY

P-ATL 11. Child shows interest in and curiosity about the world around them.

<p>Seeks out new information and explores new play and tasks with adult support.</p>	<p>Seeks out new information and explores new play and tasks both independently and with adult support.</p>	<ul style="list-style-type: none"> • Asks questions and seeks new information. • Is willing to participate in new activities or experiences even if they are perceived as challenging. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
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CIVIC AND POLITICAL INSTITUTIONS		
Civ.1.K-2	Describe roles and responsibilities of people in authority.	Civics • Civics
Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.	
Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.	
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.	
PARTICIPATION AND DELIBERATION: APPLYING CIVIC VIRTUES AND DEMOCRATIC PRINCIPLES		
Civ.7.K-2	Apply civic virtues when participating in school settings.	Civics • Civics
Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	
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.10.K-2	Compare their own point of view with others' perspectives.	

continues

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
PROCESSES, RULES, AND LAWS		
Civ.11.K-2	Explain how people can work together to make decisions in the classroom.	Civics • Civics
Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.	
Civ.14.K-2	Describe how people have tried to improve their communities over time.	
ECONOMICS (D2.ECO)		
ECONOMIC DECISION MAKING		
Eco.1.K-2	Explain how scarcity necessitates decision making.	Economics • Economics
Eco.2.K-2	Identify the benefits and costs of making various personal decisions.	
EXCHANGE AND MARKETS		
Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.	Economics • Economics
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.5.K-2	Identify prices of products in a local market.	
Eco.6.K-2	Explain how people earn income.	
Eco.7.K-2	Describe examples of costs of production.	
Eco.9.K-2	Describe the role of banks in an economy.	

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COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
THE NATIONAL ECONOMY		
Eco.10.K-2	Explain why people save.	Economics • Economics
Eco.12.K-2	Describe examples of the goods and services that governments provide.	
Eco.13.K-2	Describe examples of capital goods and human capital.	
THE GLOBAL ECONOMY		
Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.	Economics • Economics
Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	
GEOGRAPHY (D2.GEO)		
GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD		
Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.	Geography • Political Geography Also aligned in: Sensorial: Geography • Political Geography
Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	
Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	

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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.	Geography • Political Geography Also aligned in: Science: • Physical Geography Sensorial: Geography • Political Geography
Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.	
Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.	Geography • Political Geography Also aligned in: Sensorial: Geography • Political Geography
HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS		
7.K-2	Explain why and how people, goods, and ideas move from place to place.	Geography • Political Geography Also aligned in: Sensorial: Geography • Political Geography
8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.	
9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.	
GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS		
10.K-2	Describe changes in the physical and cultural characteristics of various world regions.	Geography • Political Geography Also aligned in: Sensorial: Geography • Political Geography
11.K-2	Explain how the consumption of products connects people to distant places.	
12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.	

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COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
GEOGRAPHY (D2.HIS)		
CHANGE, CONTINUITY, AND CONTEXT		
His.1.K-2	Create a chronological sequence of multiple events.	History, Civics, and Economics • History
His.2.K-2	Compare life in the past to life today.	
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.	
PERSPECTIVES		
His.4.K-2	Compare perspectives of people in the past to those of people in the present.	History, Civics, and Economics • History
His.6.K-2	Compare different accounts of the same historical event.	
HISTORICAL SOURCES AND EVIDENCE		
His.9.K-2	Identify different kinds of historical sources.	History, Civics, and Economics • History
His.10.K-2	Explain how historical sources can be used to study the past.	
His.11.K-2		
His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.	
CAUSATION AND ARGUMENTATION		
His.14.K-2	Generate possible reasons for an event or development in the past.	History, Civics, and Economics • History
His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.	

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI CHAPTERS AND SECTIONS
APPROACHES TO LEARNING (P-ATL)		
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)		
P-ATL 2	Child follows classroom rules and routines with increasing independence.	History, Civics, and Economics <ul style="list-style-type: none"> • Civics • Also aligned in Practical Life: Foundations <ul style="list-style-type: none"> • Overview of Practical Life
P-ATL 4	Child manages actions, words, and behavior with increasing independence.	
P-ATL 11	Child shows interest in and curiosity about the world around them.	

MONTESSORI TO STANDARDS INDEX

CHAPTER AND SECTION		STANDARDS ALIGNED
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History	C3 FRAMEWORK	
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Civics	C3 FRAMEWORK	
	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
	HELOF COGNITION	
	P-ATL	Approaches to Learning <ul style="list-style-type: none"> • Emotional and Behavioral Self-Regulation • Initiative and Curiosity
Economics	C3 FRAMEWORK	
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