



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Maryland Preschool
Social Studies
Framework 2025

ALIGN
MENT



Maryland State Department of Education — Pre-Kindergarten Social Studies Framework (June 2025)						
Unit	Content Topic	Essential Question	Indicator and Objectives	Key Developmental Indicators (KDIs)	COR Advantage Items	Early Learning Goals (ELGs)
Unit 1: Civics	Freedom	What does it mean to be free?	PK.1.1 Students will examine the concept of freedom by: - defining freedom as being able to choose what your life looks like without interference from others. (PK.1.1.a) - defining equality as the same freedoms that are held by all people. (PK.1.1.b)	53. Diversity 55. Decision making	FF. Knowledge of self and others G. Community	8.1.1 Similarities and differences among people 8.2.1 Community membership
Unit 1: Civics	Conflict and Compromise	Why do Americans use compromise to resolve conflicts?	PK.1.2 Students will examine the role of conflict and compromise by: - identifying school or community conflicts that require working with groups to resolve. (PK.1.2.a) - identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution. (PK.1.2.b) - explaining the role of authority in promoting compromise and how it can resolve conflict. (PK.1.2.c) - exploring how compromise is used in civic life at home, school, and community. (PK.1.2.d)	15. Conflict resolution 10. Empathy	H. Conflict resolution F. Building relationships with other children	2.2.3 Positive strategies to resolve social problems 8.2.1 Generate solutions for the community

Unit 1: Civics	Rules	Why do we have rules at home, at school and in our community?	PK.1.3 Students will analyze how groups and people in authority use rules to promote the common good by: • explaining that rules are intended to support order and protect individual rights and fairness for all members of the community. (PK.1.3.a) • comparing rules at home, school, and community. (PK.1.3.b) • explaining why rules are different based on location. (PK.1.3.c) • evaluating classroom rules for their ability to promote freedom and equality, and a sense of belonging for all. (PK.1.3.d)	11. Community 14. Moral development	G. Community H. Conflict resolution	8.2.1 Community membership and problem solving 2.2.3 Resolving social problems
Unit 2: Geography	Place	Where are we?	PK.2.1 Students will explain what makes their school special using geographic terms by: • identifying important objects in the classroom using the terms near/far, left/right, behind/in front, and up/down. (PK.2.1.a) • describing the location of the school in relationship to other locations near and far away. (PK.2.1.b)	56. Geography 35. Spatial awareness	GG. Geography T. Geometry: Shapes and spatial awareness	8.3.1 Physical features of familiar locations 5.4.3 Space, direction, and location words

Unit 2: Geography	Human and Environment al Interaction	How does where we live impact how we act?	PK.2.2 Students will analyze the unique human and environmental interactions in their school community by: - identifying ways that people in Maryland adapt to their environment including wearing different types of clothing throughout the year in their school. (PK.2.2.a) - identifying ways that people in Maryland adapt their environment to meet their own individual and group, and family needs including cutting down trees for development. (PK.2.2.b)	58. Ecology 51. Natural and physical world	DD. Natural and physical world GG. Geography	6.2.3 Caring for the natural environment 8.3.1 Physical features of familiar locations
Unit 2: Geography	Movement	How do people connect?	PK.2.3 Students will describe how transportation and communication link people and places by: - explaining how transportation is used to move people from place to place. (PK.2.3.a) - identifying means of transportation available both in their community and beyond. (PK.2.3.b)	56. Geography 52. Tools and technology	GG. Geography EE. Tools and technology	8.3.1 Physical features of familiar locations 7.2.1 Investigate how things work
Unit 3: Economics	Scarcity	Why can't we have everything we want in school?	PK.3.1 Students will analyze the role of scarcity in their lives by: explaining why people can't have everything they want using classroom and school examples. (PK.3.1.a)	5. Use of resources 55. Decision making	B. Problem solving with materials FF. Knowledge of self and others	8.5.2 Goods and services 1.3.1 Recognize problems and develop solutions

Unit 3: Economics	Choice	How can we make good choices?	PK.3.2 Students will analyze decision making by: • determining that people make choices because of limited resources. (PK.3.2.a)	55. Decision making 1. Initiative	A. Initiative and planning C. Reflection	1.1.1 Making own choices 1.1.2 Making plans and following through
Unit 3: Economics	Trade	Why do people trade?	PK.3.3 Students will analyze trade by: • identifying barter as a form of trade. (PK.3.3.a) • explaining that people benefit when they trade voluntarily. (PK.3.3.b) • describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. (PK.3.3.c)	54. Community roles 55. Decision making	FF. Knowledge of self and others L. Speaking	8.5.2 Forms of exchange for goods and services 8.5.1 Work people do to help others
Unit 3: Economics	Financial Literacy	How do people choose their jobs and careers?	PK.3.4 Students will analyze choices made regarding career paths by: • identifying jobs and careers in their community. (PK.3.4.a) • identifying the personal characteristics and interests that are needed for certain jobs and careers. (PK.3.4.b)	54. Community roles 43. Pretend play	FF. Knowledge of self and others AA. Pretend play	8.5.1 Roles and the work people do 8.5.2 Goods and services
Unit 4: History	Chronology	How do people change and stay the same over time?	PK.4.1 Students will analyze change over time by: • defining a historian as someone who learns about the past. (PK.4.1.a) • applying chronology to daily and weekly schedules. (PK.4.1.b)	57. History 2. Planning	HH. History A. Initiative and planning	8.4.1 Communicate about past events 6.2.1 Growth and change over time

Unit 4: History	Life in the Past	How is our life different today than in the past?	PK.4.2 Students will utilize the tools of the historian by: • explaining how photographs help raise questions about the past and show what happened in an event. (PK.4.2.a) • analyzing photographs of familiar objects like toys and technology from the past. (PK.4.2.b)	57. History 45. Observing	HH. History BB. Observing and classifying	8.4.1 Communicate about past events 6.3.1 Observe and compare properties of objects
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