

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 6 - Adopted: 2008

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| STRAND / TOPIC / STANDARD | MD.1.0. | Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science. |
| TOPIC / INDICATOR | 1.A.1. | Constructing Knowledge: Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided. |
| INDICATOR / PROFICIENCY LEVEL | 1.A.1.a. | Explain that scientists differ greatly in what phenomena they study and how they go about their work. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol |
| STRAND / TOPIC / STANDARD | MD.1.0. | Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science. |
| TOPIC / INDICATOR | 1.C.1. | Communicating Scientific Information: Develop explanations that explicitly link data from investigations conducted, selected readings and, when appropriate, contributions from historical discoveries. |
| INDICATOR / PROFICIENCY LEVEL | 1.C.1.c. | Give examples of how scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 |
| INDICATOR / PROFICIENCY LEVEL | 1.C.1.g. | Recognize that important contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah |
| STRAND / TOPIC / STANDARD | MD.2.0. | Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time. |
| TOPIC / INDICATOR | 2.A.2. | Materials and Processes That Shape A Planet: Cite evidence to demonstrate and explain that physical weathering and chemical weathering cause changes to Earth materials. |
| INDICATOR / PROFICIENCY LEVEL | 2.A.2.a. | Identify examples of physical weathering, such as the effect of wind, ice, etc. and describe the changes caused in each. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah |

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| INDICATOR / PROFICIENCY LEVEL | 2.A.2.b. | Describe the changes in materials caused by each of the chemical weathering processes listed: Rusting/tarnishing; Dissolving by acid rain. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah |
| INDICATOR / PROFICIENCY LEVEL | 2.A.2.c. | Compare physical and chemical weathering and provide examples if changes caused in Earth materials or features by each of these processes. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah |
| STRAND / TOPIC / STANDARD | MD.2.0. | Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time. |
| TOPIC / INDICATOR | 2.C.1. | Plate Tectonics: Recognize and describe the internal and external structure of the Earth. |
| INDICATOR / PROFICIENCY LEVEL | 2.C.1.c. | Identify and describe the Earth's crust: The solid crust consists of separate plates; The plates constantly move at a slow pace in different directions; The plates interact with one another as a result of plate motion. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol |
| STRAND / TOPIC / STANDARD | MD.2.0. | Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time. |
| TOPIC / INDICATOR | 2.C.2. | Plate Tectonics: Recognize and explain how major geologic events are a result of the movement of Earth's crustal plates. |
| INDICATOR / PROFICIENCY LEVEL | 2.C.2.a. | Recognize and describe the evidence for plate movement: Shape of continents; Continuity of geologic features and fossils on the continents; Ocean rifts, seafloor spreading; Global patterns of earthquakes and volcanoes <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 |
| INDICATOR / PROFICIENCY LEVEL | 2.C.2.b. | Recognize and explain that major geologic events (earthquakes, volcanic activity, sea floor spreading) occur along crustal plate boundaries. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah |
| STRAND / TOPIC / STANDARD | MD.3.0. | Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time. |
| TOPIC / INDICATOR | 3.D.1. | Evolution: Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions. |
| INDICATOR / PROFICIENCY LEVEL | 3.D.1.e. | Describe ways in which changes in environmental conditions can affect the survival of individual organisms and entire species. <u>Virtual Field Trips</u> |

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| | | Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| STRAND / TOPIC / STANDARD | MD.3.0. | Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time. |
| TOPIC / INDICATOR | 3.F.1. | Ecology: Give reasons supporting the fact that the number of organisms an environment can support depends on the physical conditions and resources available. |
| INDICATOR / PROFICIENCY LEVEL | 3.F.1.a. | Explain that populations increase or decrease relative to the availability of resources and the conditions of the environment. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol |
| INDICATOR / PROFICIENCY LEVEL | 3.F.1.d. | Cite examples to illustrate that competition is reduced when organisms use different sets of resources, such as birds in a forest eat different kinds and sizes of seeds. <u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef? |
| STRAND / TOPIC / STANDARD | MD.6.0. | Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective. |
| TOPIC / INDICATOR | 6.A.1. | Natural Resources and Human Needs: Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality. |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1.a. | Identify and describe natural resources as: Land; Fossil Fuels; Forests; Water; Wind; Minerals; Wildlife. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1.b. | Identify and describe the distribution of natural resources around the Earth <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1.c. | Identify and describe how the natural change processes may be affected by human activities: Agriculture; Beach Preservation; |

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| | | <p>Mining; Development/construction; Stream/river alteration.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p> |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1.d. | <p>Identify and describe problems associated with obtaining, using, and distributing natural resources.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p> |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1.e. | <p>Identify possible solutions to problems associated with obtaining, using, and distributing natural resources.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p> |
| STRAND / TOPIC / STANDARD | MD.6.0. | <p>Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.</p> |
| TOPIC / INDICATOR | 6.B.1. | <p>Environmental Issues: Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.</p> |
| INDICATOR / PROFICIENCY LEVEL | 6.B.1.a. | <p>Identify and describe a range of local issues that have an impact on people in other places.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p> |
| INDICATOR / PROFICIENCY LEVEL | 6.B.1.b. | <p>Recognize and describe how environmental change in one part of the world can have consequences for other parts of the world.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p> |

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| INDICATOR / PROFICIENCY LEVEL | 6.B.1.c. | <p>Identify and describe that ecosystems can be impacted by human activities: Protection of the Chesapeake Bay watershed; Resource acquisition and use; Land use decisions (agriculture, mining, and development); Recycling; Use and disposal of toxic substances.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p> |
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**Maryland College and Career-Ready Standards
Social Studies**

Grade: 6 - Adopted: 2006

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| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.A. | The foundations and function of government |
| INDICATOR / PROFICIENCY LEVEL | 1.A.1. | Examine the necessity and purpose of government in early world history |
| OBJECTIVE | 1.A.1.a. | <p>Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and Constitutional monarchies</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1</p> |
| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.A. | The foundations and function of government |
| INDICATOR / PROFICIENCY LEVEL | 1.A.2. | Analyze the historic events, documents, and practices in early world history that are the foundations of political systems |
| OBJECTIVE | 1.A.2.a. | <p>Examine and report on the roots of democratic principles in world history, such as Sumerian written law, Hammurabi's code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1</p> |
| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular |

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| | | emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.B. | Individual and group participation in the political system |
| INDICATOR / PROFICIENCY LEVEL | 1.B.1. | Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history |
| OBJECTIVE | 1.B.1.a. | Compare methods used in early world history to change governments, such as coups, elections and revolts <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| OBJECTIVE | 1.B.1.b. | Examine the role of citizens in Greek city-states and the Roman Republic/Empire <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.B. | Individual and group participation in the political system |
| INDICATOR / PROFICIENCY LEVEL | 1.B.2. | Analyze the importance of civic participation as a citizen of early world history |
| OBJECTIVE | 1.B.2.b. | Explain why common people did not have a voice in ancient civilizations <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.C. | Protecting rights and maintaining order |
| INDICATOR / PROFICIENCY LEVEL | 1.C.1. | Analyze the individual rights and responsibilities in an ancient world civilization |
| OBJECTIVE | 1.C.1.a. | Describe the importance of citizenship in ancient Rome and Greece <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.1.0. | Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. |
| TOPIC / INDICATOR | 1.C. | Protecting rights and maintaining order |
| INDICATOR / PROFICIENCY LEVEL | 1.C.2. | Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups |
| OBJECTIVE | 1.C.2.a. | Explain how the roman republic and the rule of the senate affected individuals and groups <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |

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| OBJECTIVE | 1.C.2.b. | Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. The protection of citizens in Greek city-states <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC / STANDARD | MD.2.0. | Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historic perspective. |
| TOPIC / INDICATOR | 2.A. | Elements of culture |
| INDICATOR / PROFICIENCY LEVEL | 2.A.1. | Describe characteristics that historians use to organize people into cultures |
| OBJECTIVE | 2.A.1.a. | Describe how location and environment influenced early world cultures <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| OBJECTIVE | 2.A.1.b. | Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 2.A.1.c. | Describe the social, political, and religious character of societies in early world history <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.2.0. | Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historic perspective. |
| TOPIC / INDICATOR | 2.B. | Cultural diffusion |
| INDICATOR / PROFICIENCY LEVEL | 2.B.1. | Explain how cultural diffusion influenced the development of cultures |
| OBJECTIVE | 2.B.1.a. | Identify cultural groups within a region in early world history <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| OBJECTIVE | 2.B.1.b. | Describe factors that resulted in cultural diffusion, such as trade, conflict and migration |

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| STRAND / TOPIC / STANDARD | MD.2.0. | Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historic perspective. |
| TOPIC / INDICATOR | 2.B. | Cultural diffusion |
| INDICATOR / PROFICIENCY LEVEL | 2.B.2. | Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development |
| OBJECTIVE | 2.B.2.a. | Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) |
| OBJECTIVE | 2.B.2.b. | Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) |
| STRAND / TOPIC / STANDARD | MD.2.0. | Peoples of the Nation and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historic perspective. |
| TOPIC / INDICATOR | 2.C. | Conflict and compromise |
| INDICATOR / PROFICIENCY LEVEL | 2.C.1. | Analyze factors that affected relationships in early world history |
| OBJECTIVE | 2.C.1.b. | Describe the impact of trade and migration on the exchange of ideas and beliefs <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.3.0. | Geography; Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. |
| TOPIC / INDICATOR | 3.A. | Using geographic tools |
| INDICATOR / PROFICIENCY LEVEL | 3.A.1. | Use geographic tools to locate places and describe the human and physical characteristics in early world history |
| OBJECTIVE | 3.A.1.a. | Use maps to compare geographic locations of civilizations from world history to: Mesopotamia; Africa including Egypt, Nubia/Kush and sub-Saharan Africa; Indus River Valley; Northern China; Greeks and Romans; Mesoamerican, such as the Incas, Mayans and Aztecs <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 3.A.1.b. | Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations |

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| | | <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.3.0. | Geography; Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. |
| TOPIC / INDICATOR | 3.B. | Geographic characteristics of places and regions |
| INDICATOR / PROFICIENCY LEVEL | 3.B.1. | Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history |
| OBJECTIVE | 3.B.1.b. | Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.3.0. | Geography; Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. |
| TOPIC / INDICATOR | 3.C. | Movement of people, goods and ideas |
| INDICATOR / PROFICIENCY LEVEL | 3.C.1. | Describe and analyze population growth, migration and settlement patterns in early world history |
| OBJECTIVE | 3.C.1.a. | Identify reasons why people migrate, such as economic opportunity, climate, and political reasons <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| OBJECTIVE | 3.C.1.b. | Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| OBJECTIVE | 3.C.1.c. | Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC / STANDARD | MD.3.0. | Geography; Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. |
| TOPIC / INDICATOR | 3.D. | Modifying and adapting to the environment |
| INDICATOR / PROFICIENCY LEVEL | 3.D.1. | Analyze why and how people modify their natural environment and the impact of those modifications |

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| OBJECTIVE | 3.D.1.b. | Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.4.0. | Economics: Students will develop economic reasoning 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. |
| TOPIC / INDICATOR | 4.A. | Scarcity and economic decision-making |
| INDICATOR / PROFICIENCY LEVEL | 4.A.2. | Analyze how scarce economic resources were used to satisfy economic wants in early world history |
| OBJECTIVE | 4.A.2.b. | Describe how available resources affected specialization and trade <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.4.0. | Economics: Students will develop economic reasoning 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. |
| TOPIC / INDICATOR | 4.A. | Scarcity and economic decision-making |
| INDICATOR / PROFICIENCY LEVEL | 4.A.3. | Analyze how technological changes affected consumption and production in early world history |
| OBJECTIVE | 4.A.3.a. | Give examples of how technology changed consumption and provided greater access to goods and services <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization |
| OBJECTIVE | 4.A.3.b. | Examine why technology has changed production such as the development of the printing press <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization |
| STRAND / TOPIC / STANDARD | MD.4.0. | Economics: Students will develop economic reasoning 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. |
| TOPIC / INDICATOR | 4.B. | Economic systems and the role of government in the economy |
| INDICATOR / PROFICIENCY LEVEL | 4.B.1. | Describe the types of economic systems in early world societies |
| OBJECTIVE | 4.B.1.a. | Describe how various early world societies answer the basic question of what, how, and for whom to produce <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC / STANDARD | MD.4.0. | Economics: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be |

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| | | effective citizens, consumers, and workers participating in local communities, the nation, and the world. |
| TOPIC / INDICATOR | 4.B. | Economic systems and the role of government in the economy |
| INDICATOR / PROFICIENCY LEVEL | 4.B.3. | Describe the importance of medium of exchange in early world history |
| OBJECTIVE | 4.B.3.a. | Explain how societies used mediums of exchange to facilitate trade and help their economies grow <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.A. | Individuals and societies change over time |
| INDICATOR / PROFICIENCY LEVEL | 5.A.1. | Analyze how the rise of the earliest communities led to the emergence of agricultural societies |
| OBJECTIVE | 5.A.1.b. | Explain how and why towns and cities grew from early human settlements, including the need for security and government <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.A. | Individuals and societies change over time |
| INDICATOR / PROFICIENCY LEVEL | 5.A.2. | Examine the emergence, growth and decline of empires in the Americas |
| OBJECTIVE | 5.A.2.a. | Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.B. | Emergence, expansion and changes in nations and empires |
| INDICATOR / PROFICIENCY LEVEL | 5.B.1. | Analyze how civilizations emerged in the river valley areas |
| OBJECTIVE | 5.B.1.a. | Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| OBJECTIVE | 5.B.1.b. | Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates river valley, the Huang river valley, the Indus river valley and the Nile river valley including Egypt, Nubia and Kush <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids |

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| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.B. | Emergence, expansion and changes in nations and empires |
| INDICATOR / PROFICIENCY LEVEL | 5.B.2. | Analyze the emergence and enduring influence of Aegean civilizations |
| OBJECTIVE | 5.B.2.a. | Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.B. | Emergence, expansion and changes in nations and empires |
| INDICATOR / PROFICIENCY LEVEL | 5.B.3. | Analyze the emergence, expansion and decline of the Roman Empire |
| OBJECTIVE | 5.B.3.a. | Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 5.B.3.b. | Explain the transition from roman republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 5.B.3.c. | Summarize the factors that led to the decline of the Roman Empire <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.B. | Emergence, expansion and changes in nations and empires |
| INDICATOR / PROFICIENCY LEVEL | 5.B.4. | Compare the dynasties and empires in ancient China |
| OBJECTIVE | 5.B.4.c. | Analyze China's cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.C. | Conflict between ideas and institutions |
| INDICATOR / PROFICIENCY LEVEL | 5.C.1. | Analyze the effect of interactions between civilizations in early world history |
| OBJECTIVE | 5.C.1.a. | Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires |

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| | | <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| OBJECTIVE | 5.C.1.b. | Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| STRAND / TOPIC / STANDARD | MD.5.0. | History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world. |
| TOPIC / INDICATOR | 5.C. | Conflict between ideas and institutions |
| INDICATOR / PROFICIENCY LEVEL | 5.C.2. | Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia |
| OBJECTIVE | 5.C.2.a. | Describe the major traditions, customs and beliefs of Buddhism <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) |
| STRAND / TOPIC / STANDARD | MD.6.0. | Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. |
| TOPIC / INDICATOR | 6.A. | Read to learn and construct meaning about social studies |
| INDICATOR / PROFICIENCY LEVEL | 6.A.1. | Use appropriate strategies and opportunities to increase understandings of social studies vocabulary |
| OBJECTIVE | 6.A.1.a. | Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |

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| | | Tokyo - City of Contrasts Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC / STANDARD | MD.6.0. | Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. |
| TOPIC / INDICATOR | 6.A. | Read to learn and construct meaning about social studies |
| INDICATOR / PROFICIENCY LEVEL | 6.A.3. | Use strategies to monitor understanding and derive meaning from text and portions of text (during reading) |
| OBJECTIVE | 6.A.3.a. | Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.6.0. | Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. |
| TOPIC / INDICATOR | 6.C. | Ask social studies questions |
| INDICATOR / PROFICIENCY LEVEL | 6.C.1. | Identify a topic that requires further study |
| OBJECTIVE | 6.C.1.b. | Pose questions the about the topic <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STRAND / TOPIC / STANDARD | MD.6.0. | Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. |
| TOPIC / INDICATOR | 6.C. | Ask social studies questions |
| INDICATOR / PROFICIENCY LEVEL | 6.C.2. | Identify a situation/issue that requires further study |
| OBJECTIVE | 6.C.2.c. | Pose questions about the situation/issue from a variety of perspectives <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |

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| OBJECTIVE | 6.C.2.d. | <p>Pose questions that elicit higher order thinking responses</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p> |
| STRAND / TOPIC / STANDARD | MD.6.0. | <p>Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p> |
| TOPIC / INDICATOR | 6.F. | Analyze social studies information |
| INDICATOR / PROFICIENCY LEVEL | 6.F.3. | Synthesize information from a variety of sources |
| OBJECTIVE | 6.F.3.a. | <p>Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p> |
| OBJECTIVE | 6.F.3.b. | <p>Reconstruct the arguments of issues or events</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p> |
| OBJECTIVE | 6.F.3.d. | <p>Modify understandings of social studies concepts and trend</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p> |
| OBJECTIVE | 6.F.3.e. | <p>Verify or change prior understandings based on new information</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p> |
| STRAND / TOPIC / STANDARD | MD.6.0. | <p>Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p> |
| TOPIC / INDICATOR | 6.G. | Answer social studies questions |

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| INDICATOR / PROFICIENCY LEVEL | 6.G.2. | Use historic contexts to answer questions |
| OBJECTIVE | 6.G.2.a. | Use historically accurate resources to answer questions, make predictions, and support ideas <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 6.G.2.b. | Explain why historic interpretations vary and are subject to change <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 6.G.2.c. | Construct a sound historical interpretation <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| OBJECTIVE | 6.G.2.d. | Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12 |

Grade: 6 - Adopted: 2011

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| STRAND / TOPIC / STANDARD | MD.RH. | Reading Standards for Literacy in History/Social Studies |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RH7.CCR. | Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| OBJECTIVE | RH.6-8.7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands |

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| | | <p>Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12</p> |
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