

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

Grade: 3 - Adopted: 2008

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.</b>
<b>TOPIC / INDICATOR</b>	<b>1.C.1.</b>	<b>Communicating Scientific Information: Recognize that clear communication is an essential part of doing science because it enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>1.C.1.e.</b>	Recognize that doing science involves many different kinds of work and engages men and women of all ages and backgrounds.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.</b>
<b>TOPIC / INDICATOR</b>	<b>1.D.2.</b>	<b>Technology: Investigate a variety of mechanical systems and analyze the relationship among the parts.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>1.D.2.b.</b>	Explain that something may not work as well (or at all) if a part of it is missing, broken, worn out, mismatched, or misconnected.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.2.0.</b>	<b>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.</b>
<b>TOPIC / INDICATOR</b>	<b>2.C.1.</b>	<b>Plate Tectonics: Gather information and provide evidence about the physical environment, becoming familiar with the details of geological features, observing and mapping locations of hills, valleys, rivers, and canyons.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>2.C.1.a.</b>	Identify and describe some natural features of continents: Mountains; Valleys; Rivers; Canyons.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>2.C.1.b.</b>	Describe the natural features in their immediate outdoor environment, and compare the features with those of another region in Maryland.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.2.0.</b>	<b>Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e.,</b>

		natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.E.1.	Interactions of Hydrosphere and Atmosphere: Recognize and describe that water can be found as a liquid or a solid on the Earth's surface and as a gas in the Earth's atmosphere.
INDICATOR / PROFICIENCY LEVEL	2.E.1.b.	Observe and explain what happens when liquid water disappears: Turns into water vapor (gas) in the air; Can reappear as a liquid or solid when cooled, such as clouds, fog, rain, snow, etc.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
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.B.1.	Cells: Explore the world of minute living things to describe what they look like, how they live, and how they interact with their environment.
INDICATOR / PROFICIENCY LEVEL	3.B.1.b.	Describe any observable activity displayed by these organisms.  <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR / PROFICIENCY LEVEL	3.B.1.c.	Provide reasons that support the conclusion that these organisms are alive.  <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR / PROFICIENCY LEVEL	3.B.1.d.	Use information gathered about these minute organisms to compare mechanisms they have to satisfy their basic needs to those used by larger organisms.  <u>Virtual Field Trips</u> The Amazon Rainforest
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.E.1.	Flow of Matter and Energy: Recognize that materials continue to exist even though they change from one form to another.
INDICATOR / PROFICIENCY LEVEL	3.E.1.a.	Identify and compile a list of materials that can be recycled.  <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	3.E.1.b.	Identify what happens to materials when they are recycled.  <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	3.E.1.c.	Observe and record the sequence of changes that occur to plants and animals that die and decay.  <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR / PROFICIENCY LEVEL	3.E.1.d.	Ask and develop possible answers to questions about what happens to the materials that living things are made of when they die.  <u>Virtual Field Trips</u> The Amazon Rainforest
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.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
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**Maryland College and Career-Ready Standards**

**Social Studies**

Grade: 3 - Adopted: 2006

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</b>
<b>TOPIC / INDICATOR</b>	<b>1.A.</b>	<b>The foundations and function of government</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>1.A.1.</b>	<b>Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</b>
<b>OBJECTIVE</b>	<b>1.A.1.c.</b>	<b>Describe the selection process and duties of local officials who make, apply, and enforce laws through government</b>  <u>Virtual Field Trips</u> Grade 2 - Work and Money
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</b>
<b>TOPIC / INDICATOR</b>	<b>1.A.</b>	<b>The foundations and function of government</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>1.A.2.</b>	<b>Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</b>
<b>OBJECTIVE</b>	<b>1.A.2.a.</b>	<b>Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</b>  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
<b>OBJECTIVE</b>	<b>1.A.2.b.</b>	<b>Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</b>  <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</b>
<b>TOPIC / INDICATOR</b>	<b>1.B.</b>	<b>Individual and group participation in the political system</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>1.B.1.</b>	<b>Explain how people and events have contributed to the American political system.</b>
<b>OBJECTIVE</b>	<b>1.B.1.b.</b>	<b>Describe the contributions of people who contributed to the common good of society</b>  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Washington, DC - Grades K - 5
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.1.0.</b>	<b>Political Science: Students will understand the historical development and current status of the democratic principles and</b>

		the development of 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 role of individual and group participation in creating a supportive community
OBJECTIVE	1.B.2.a.	Explain the decision making process used to accomplish a community goal or solve a community problem  <u>Virtual Field Trips</u> Grade 2 - Work and Money
OBJECTIVE	1.B.2.b.	Explain the roles and responsibilities of effective citizens in a political process  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
OBJECTIVE	1.B.2.c.	Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations  <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / TOPIC / STANDARD	MD.1.0.	Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
TOPIC / INDICATOR	1.C.	Protecting rights and maintaining order
INDICATOR / PROFICIENCY LEVEL	1.C.1.	Explain the rights and responsibilities of being a member of the school and the community
OBJECTIVE	1.C.1.a.	Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
STRAND / TOPIC / STANDARD	MD.2.0.	People of the Nations and World: Students will understand how people in Maryland, the United States and around the world are alike and different.
TOPIC / INDICATOR	2.A.	Elements of culture
INDICATOR / PROFICIENCY LEVEL	2.A.1.	Analyze and describe elements of a multicultural setting
OBJECTIVE	2.A.1.a.	Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language  <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - I Am a Consumer Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.A.	Using geographic tools
INDICATOR / PROFICIENCY LEVEL	3.A.1.	Use geographic tools to locate and construct meaning about places on earth
OBJECTIVE	3.A.1.a.	Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
OBJECTIVE	3.A.1.b.	Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
OBJECTIVE	3.A.1.c.	Identify the location of communities, major cities in Maryland, and United States using a globe, maps, and atlases  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.B.	Geographic characteristics of places and regions
INDICATOR / PROFICIENCY LEVEL	3.B.1.	Compare places and regions around the world using geographic characteristics
OBJECTIVE	3.B.1.a.	Compare places and regions using geographic features  <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
OBJECTIVE	3.B.1.b.	Identify natural/physical and human-made features of places and regions  <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
OBJECTIVE	3.B.1.c.	Describe population distribution of places and regions such as rural and urban  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.D.	Modifying and adapting to the environment
INDICATOR / PROFICIENCY LEVEL	3.D.1.	Explain how people modify, protect, and adapt to their environment
OBJECTIVE	3.D.1.a.	Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
OBJECTIVE	3.D.1.b.	Describe why and how people make decisions about protecting the environment  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
OBJECTIVE	3.D.1.c.	Compare ways that people adapt to the environment for food, clothing, and shelter  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.A.	Scarcity and economic decision-making
INDICATOR / PROFICIENCY LEVEL	4.A.1.	Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
OBJECTIVE	4.A.1.c.	Identify the opportunity cost of a choice or decision  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.A.	Scarcity and economic decision-making
INDICATOR / PROFICIENCY LEVEL	4.A.2.	Examine the production process
OBJECTIVE	4.A.2.a.	Explain how producers make choices because of limited natural, human, and capital resources  <u>Virtual Field Trips</u> Grade 2 - Work and Money
OBJECTIVE	4.A.2.b.	Give examples of when limited resources affect the decisions producers make  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
OBJECTIVE	4.A.2.c.	Describe steps in the production process to produce a product  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.1.	Describe different types of markets
OBJECTIVE	4.B.1.b.	Describe how countries around the world trade in the global market  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work

STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.2.	Identify goods and services provided by the government and paid for by taxes
OBJECTIVE	4.B.2.a.	Classify goods and services according to who produces them such as, the government, business, or both  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.3.	Describe how consumers acquire goods and services
OBJECTIVE	4.B.3.a.	Develop a budget indicating income and expenses  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
OBJECTIVE	4.B.3.b.	Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	MD.5.0.	History: Students will use historical thinking skills to understand how individuals and events have changed society over time.
TOPIC / INDICATOR	5.A.	Individuals and societies change over time
INDICATOR / PROFICIENCY LEVEL	5.A.2.	Investigate how people lived in the past using a variety of primary and secondary sources
OBJECTIVE	5.A.2.a.	Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
OBJECTIVE	5.A.2.b.	Compare family life in the local community by considering jobs, communication, and transportation  <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - I Am a Consumer Grade 3 - The First Americans
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> Grade 3 - How The Country Was Settled Grade 3 - The First Americans 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> Grade 3 - How The Country Was Settled Grade 3 - The First Americans 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 problem/situation that requires further study
OBJECTIVE	6.C.2.d.	Pose questions that elicit higher order thinking responses  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
OBJECTIVE	6.C.2.f.	Develop a plan for how to answer questions about the problem/situation  <u>Virtual Field Trips</u> Grade 2 - Work and Money
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.D.	Acquire social studies information
INDICATOR / PROFICIENCY LEVEL	6.D.1.	Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
OBJECTIVE	6.D.1.c.	Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons,

		interviews, and oral histories  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - The First Americans
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>Social Studies Skills and Processes:</b> 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.
<b>TOPIC / INDICATOR</b>	<b>6.E.</b>	<b>Organize social studies information</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.E.1.</b>	<b>Organize information from non-print sources</b>
<b>OBJECTIVE</b>	<b>6.E.1.d.</b>	Display information on various types of graphic organizers, maps, and charts  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>Social Studies Skills and Processes:</b> 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.
<b>TOPIC / INDICATOR</b>	<b>6.E.</b>	<b>Organize social studies information</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.E.2.</b>	<b>Organize information from print sources</b>
<b>OBJECTIVE</b>	<b>6.E.2.d.</b>	Construct various types of graphic organizers, maps, and charts to display information  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>Social Studies Skills and Processes:</b> 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.
<b>TOPIC / INDICATOR</b>	<b>6.F.</b>	<b>Analyze social studies information</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.F.1.</b>	<b>Interpret information from primary and secondary sources</b>
<b>OBJECTIVE</b>	<b>6.F.1.a.</b>	Interpret information in maps, charts and graphs  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>Social Studies Skills and Processes:</b> 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.
<b>TOPIC / INDICATOR</b>	<b>6.F.</b>	<b>Analyze social studies information</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.F.3.</b>	<b>Synthesize information from a variety of sources</b>
<b>OBJECTIVE</b>	<b>6.F.3.a.</b>	Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled

		Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>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.</b>
<b>TOPIC / INDICATOR</b>	<b>6.G.</b>	<b>Answer social studies questions</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.G.1.</b>	<b>Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources</b>
<b>OBJECTIVE</b>	<b>6.G.1.b.</b>	<b>Engage in civic participation and public discourse</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - How Government Helps Our Communities</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.6.0.</b>	<b>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.</b>
<b>TOPIC / INDICATOR</b>	<b>6.G.</b>	<b>Answer social studies questions</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>6.G.2.</b>	<b>Use historic contexts to answer questions</b>
<b>OBJECTIVE</b>	<b>6.G.2.a.</b>	<b>Use historically accurate resources to answer questions, make predictions, and support ideas</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 3 - The First Americans</b> <b>Rome - The Eternal City - Part 1</b> <b>Rome - The Eternal City - Part 2</b>
<b>OBJECTIVE</b>	<b>6.G.2.b.</b>	<b>Explain why historic interpretations vary and are subject to change</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 3 - The First Americans</b> <b>Rome - The Eternal City - Part 1</b> <b>Rome - The Eternal City - Part 2</b>
<b>OBJECTIVE</b>	<b>6.G.2.c.</b>	<b>Construct a sound historical interpretation</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 3 - The First Americans</b> <b>Rome - The Eternal City - Part 1</b> <b>Rome - The Eternal City - Part 2</b>