

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 4 - Adopted: 2008

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: 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.
INDICATOR / PROFICIENCY LEVEL	1.C.1.e.	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 National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah
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.D.2.	Technology: Investigate a variety of mechanical systems and analyze the relationship among the parts.
INDICATOR / PROFICIENCY LEVEL	1.D.2.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?
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: Recognize and explain how physical weathering and erosion cause changes to the earth's surface.
INDICATOR / PROFICIENCY LEVEL	2.A.2.a.	Investigate and describe how weathering wears down Earth's surface: Water; Ice; Wind. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah
INDICATOR / PROFICIENCY LEVEL	2.A.2.b.	Cite evidence to show that erosion shapes and reshapes the earth's surface as it moves from one location to another: Water; Ice; Wind. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1

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.E.2.	Interactions of Hydrosphere and Atmosphere: Recognize and describe that each season has different weather conditions
INDICATOR / PROFICIENCY LEVEL	2.E.2.a.	Describe different seasonal weather conditions using data collected from weather instruments, models or drawings. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR / PROFICIENCY LEVEL	2.E.2.b.	Compare average daily temperatures during different seasons. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR / PROFICIENCY LEVEL	2.E.2.c.	Compare average daily wind speed and direction during different seasons. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR / PROFICIENCY LEVEL	2.E.2.d.	Compare average daily precipitation during different seasons: Amount; Type. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
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.A.1.	Diversity of Life: Explain how animals and plants can be grouped according to observable features.
INDICATOR / PROFICIENCY LEVEL	3.A.1.a.	Observe and compile a list of a variety of animals or plants in both familiar and unfamiliar environments. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.A.1.b.	Classify a variety of animals and plants according to their observable features and provide reasons for placing them into different groups. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.A.1.c.	Given a list of additional animals or plants, decide whether or not they could be placed within the established groups or does a new group have to be added. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.A.1.d.	Describe what classifying tells us about the relatedness among the animals or plants placed within any group. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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.D.1.	Evolution: Explain that individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.
INDICATOR / PROFICIENCY LEVEL	3.D.1.a.	Describe ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.D.1.b.	Explain that the characteristics of an organism affect its ability to survive and reproduce. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed 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 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: Explain ways that individuals and groups of organisms interact with each other and their environment.
INDICATOR / PROFICIENCY LEVEL	3.F.1.a.	Identify and describe the interactions of organisms present in a habitat: Competition for space, food, and water; Beneficial interactions: nesting, pollination, seed dispersal, oysters filtering as in the Chesapeake Bay, etc.; Roles within food chains and webs: scavengers, decomposers, producers, consumers. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.F.1.b.	Explain that changes in an organism's habitat are sometimes beneficial to it and sometimes harmful. <u>Virtual Field Trips</u> How Coral Reefs Are Formed 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 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.B.1.	Environmental Issues: Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
INDICATOR / PROFICIENCY LEVEL	6.B.1.a.	Identify and describe that human activities in a community or region are affected by environmental factors: Presence and quality of water; Soil type; Temperature; Precipitation. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?

Maryland College and Career-Ready Standards

Social Studies

Grade: 4 - Adopted: 2006

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 documents, and democratic ideas that developed in the Maryland colony
OBJECTIVE	1.A.2.a.	Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants contracts, tolerance acts of 1649, Maryland charter of 1632 <u>Virtual Field Trips</u> Grade 3 - The First Americans

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.1.	Analyze how individuals and groups contributed to the political system in Maryland
OBJECTIVE	1.B.1.a.	Describe the contributions of 17th century English settlers who influenced the early political structure <u>Virtual Field Trips</u> Grade 3 - The First Americans
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.	Defend the importance of civic participation as a citizen of Maryland
OBJECTIVE	1.B.2.b.	Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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.	Describe rights and responsibilities of being a citizen in Maryland
OBJECTIVE	1.C.1.a.	Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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 the various cultures of early societies of Maryland
OBJECTIVE	2.A.1.c.	Examine and describe the unique and diverse cultures of early Native American societies <u>Virtual Field Trips</u> Grade 3 - The First Americans
OBJECTIVE	2.A.1.d.	Compare the early cultures of the Native Americans with the European settlers and their influences on each other <u>Virtual Field Trips</u> Grade 3 - The First Americans
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.	Describe cultural characteristics of various groups of people in Maryland
OBJECTIVE	2.B.2.a.	Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times <u>Virtual Field Trips</u> Grade 3 - The First Americans
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.	Evaluate how various perspectives of Marylanders can cause compromise and/or conflict
OBJECTIVE	2.C.1.a.	Describe the differing historical conflicts such as between the patriots and loyalists <u>Virtual Field Trips</u> Grade 3 - The First Americans
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 of those places
OBJECTIVE	3.A.1.b.	Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
OBJECTIVE	3.A.1.c.	Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.A.1.d.	Identify and locate natural/physical features and human-made features of the United States <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
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.	Describe similarities and differences of regions by using geographic characteristics
OBJECTIVE	3.B.1.a.	Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
OBJECTIVE	3.B.1.b.	Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
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 Maryland and regions of the United States
OBJECTIVE	3.C.1.a.	Explain how geographic characteristics influenced settlement patterns in Maryland and the United States <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
OBJECTIVE	3.C.1.d.	Identify the reasons for the movement of peoples to, from, and within Maryland and the United States <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
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.1.	Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present
OBJECTIVE	4.A.1.a.	Identify opportunity cost of economic decisions made by individuals, businesses, and governments <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
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.2.	Describe the role of government in regulating economic activity and providing goods and services
OBJECTIVE	4.B.2.a.	Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
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.3.	Examine the progression from a barter system to a money economy in Colonial America
OBJECTIVE	4.B.3.b.	Give examples of contemporary money exchanges <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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.	Examine the consequences of interactions among groups and cultures in Maryland
OBJECTIVE	5.C.1.b.	Explain the interactions between colonists and the British during the pre-revolutionary period <u>Virtual Field Trips</u> Grade 3 - The First Americans
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.4.	Analyze how the institution of slavery impacted individuals and groups in Maryland
OBJECTIVE	5.C.4.a.	Compare the lives of slave families and free blacks <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

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.	<p>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</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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
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.	<p>Pose questions the about the topic</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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
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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.	<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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>

		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.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 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.E.	Organize social studies information
INDICATOR / PROFICIENCY LEVEL	6.E.1.	Organize information from non-print sources
OBJECTIVE	6.E.1.d.	Display information on various types of graphic organizers, maps, and charts <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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.E.	Organize social studies information
INDICATOR / PROFICIENCY LEVEL	6.E.2.	Organize information from print sources
OBJECTIVE	6.E.2.d.	Construct various types of graphic organizers, maps, and charts to display information <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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.F.	Analyze social studies information
INDICATOR / PROFICIENCY LEVEL	6.F.3.	Synthesize information from a variety of sources
OBJECTIVE	6.F.3.a.	Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs

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

		Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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