

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 5 - 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 La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades 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: Cite and describe the processes that cause rapid or slow changes in Earth's surface.
INDICATOR / PROFICIENCY LEVEL	2.A.2.a.	Identify and describe events such as tornadoes, hurricanes, volcanic eruptions, earthquakes, and flooding which change surface features rapidly. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR / PROFICIENCY LEVEL	2.A.2.c.	Cite examples that demonstrate how the natural agents of wind, water, and ice produce snow changes on the Earth's surface such as carving out deep canyons and building up sand dunes.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol 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.A.3.	Materials and Processes That Shape A Planet: Explain how rock is formed from combinations of different minerals and that smaller rocks come from the breakage and weathering of bedrock (solid rock underlying soil components) and larger rocks; soil is made partly from weathered rock, partly from plant remains-and also contains many living organisms.
INDICATOR / PROFICIENCY LEVEL	2.A.3.c.	Describe ways that the following processes contribute to changes always occurring to the Earth's surface: Erosion; Transport; Deposit. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
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 the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
INDICATOR / PROFICIENCY LEVEL	3.A.1.a.	Identify and describe features of some of the plants and animals living in a familiar environment and explain ways that these organisms are well suited to their environment. <u>Virtual Field Trips</u> African Safari 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 Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.A.1.b.	Based on information about the features and behaviors of animals and plants from very different environments describe reasons that they might not survive if their environment changed or if they were moved from one environment to another. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades

INDICATOR / PROFICIENCY LEVEL	3.A.1.e.	Explain that the survival of individual organisms and entire populations can be affected by sudden (flood, Tsunami) or slow (global warming, air pollution) changes in the environment. <u>Virtual Field Trips</u> National Parks of the Western Region - Part 1 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.E.1.	Flow of Matter and Energy: Recognize that some source of energy is needed for all organisms to grow and survive.
INDICATOR / PROFICIENCY LEVEL	3.E.1.b.	Cite evidence from observations and research that some insects and various other organisms depend on dead plant and animal material for food. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STRAND / TOPIC / STANDARD	MD.5.0.	Physics: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur
TOPIC / INDICATOR	5.A.1.	Mechanics: Describe the motion of objects using distance traveled, time, direction, and speed.
INDICATOR / PROFICIENCY LEVEL	5.A.1.c.	Based on data describe speed as the distance traveled per unit of time. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
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 explain how renewable and nonrenewable natural resources found in Maryland are used by humans to meet basic needs.
INDICATOR / PROFICIENCY LEVEL	6.A.1.a.	Identify and compare Maryland's renewable resources and nonrenewable resources. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.b.	Describe how humans use renewable natural resources, such as plants, soil, water, animals. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.c.	Describe how humans use nonrenewable natural resources, such as oil, coal, natural gas, minerals, including metals <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
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 explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
INDICATOR / PROFICIENCY LEVEL	6.B.1.a.	Identify and describe personal and community behaviors that waste natural resources and/or cause environmental harm and those behaviors that maintain or improve the environment. <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?
INDICATOR / PROFICIENCY LEVEL	6.B.1.b.	Identify and describe that individuals and groups assess and manage risk to the environment differently. <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?
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.2.	Environmental Issues: Recognize and describe that consequences may occur when Earth's natural resources are used.
INDICATOR / PROFICIENCY LEVEL	6.B.2.a.	Explain how human activities may have positive consequences on the natural environment: Recycling centers; Native plantings; Good farming practice. <u>Virtual Field Trips</u> African Safari 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?
INDICATOR / PROFICIENCY LEVEL	6.B.2.b.	Explain how human activities may have a negative consequence on the natural environment: Damage or destruction done to habitats; Air, water, and land pollution. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol 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?
INDICATOR / PROFICIENCY LEVEL	6.B.2.c.	Identify and describe that an environmental issue affects individuals and groups differently. <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

**Maryland College and Career-Ready Standards
Social Studies**

Grade: 5 - 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.1.	Examine the early foundations, functions, and purposes of government
OBJECTIVE	1.A.1.c.	Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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 that are the foundations of our political systems
OBJECTIVE	1.A.2.d.	Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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 the United States government protects the rights of individuals and groups
OBJECTIVE	1.C.2.b.	Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security

		<u>Virtual Field Trips</u> Exploring Cuba
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 colonial societies and how the environment influenced them
OBJECTIVE	2.A.1.a.	Describe how environment and location influenced the cultures and lifestyle <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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger 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.B.	Cultural diffusion
INDICATOR / PROFICIENCY LEVEL	2.B.1.	Analyze how native societies were influenced by the diverse cultures of the explorers and settlers
OBJECTIVE	2.B.1.a.	Compare perspectives of Native American, Africans, and the European explorers <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	2.B.1.b.	Describe how cultures changed as a result of Native American, African, and European interaction <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 the colonies resulted from immigration, settlement patterns and economic development
OBJECTIVE	2.B.2.b.	Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 the colonial period
OBJECTIVE	2.C.1.a.	Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and

		enslaved people <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 human and physical characteristics in Colonial America
OBJECTIVE	3.A.1.a.	Use map elements to interpret and construct a variety of maps <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.A.1.b.	Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.A.1.c.	Use photographs, maps, and drawings to describe geographic characteristics <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 the similarities and differences of regions in Colonial America
OBJECTIVE	3.B.1.a.	Compare the natural/physical and human characteristics of the three colonial regions: New England; Middle; Southern <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.B.1.b.	Describe how geographic characteristics of a place or region changed from early settlements through the colonial period <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.B.1.c.	Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 Colonial America
OBJECTIVE	3.C.1.a.	Explain how geographic characteristics influenced settlement patterns in Colonial America <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

OBJECTIVE	3.C.1.b.	Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	3.C.1.c.	Explain the importance of shipping and trading to the economic development of the colonies, such as triangular trade <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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.	Explain why and how people adapt to and modify the natural environment and the impact of those modifications
OBJECTIVE	3.D.1.b.	Describe ways that colonists in the New England, middle and southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 limited economic resources were used to satisfy economic wants in Colonial America
OBJECTIVE	4.A.2.a.	Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	4.A.2.b.	Describe how available resources affected specialization and trade <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	4.A.2.c.	Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 production and consumption in Colonial America
OBJECTIVE	4.A.3.a.	Explain how the development of new products and new technologies affected the way people lived <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

OBJECTIVE	4.A.3.b.	Examine how technology has changed production such as wheat/grist mills <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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.4.	Analyze the consequences of specialized work on interdependence, trade, and economic growth
OBJECTIVE	4.A.4.a.	Analyze examples of regional specialization and how it contributed to economic growth through the colonies <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 Colonial America
OBJECTIVE	4.B.1.a.	Identify examples of tradition, such as the economic roles of men and women <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	4.B.1.c.	Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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 British government on the colonial economy
OBJECTIVE	4.B.2.a.	Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
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.	Describe the role of money and barter in the colonial trade

OBJECTIVE	4.B.3.a.	Compare the benefits of a money economy to a barter economy <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.B.	Emergence, expansion and changes in nations and empires
INDICATOR / PROFICIENCY LEVEL	5.B.2.	Analyze the growth and development of Colonial America
OBJECTIVE	5.B.2.b.	Compare the political, economic and social lives of people in New England, middle and the southern colonies <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
OBJECTIVE	5.B.2.c.	Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the revolutionary period <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.	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 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 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.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>
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 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</p>

		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

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