

## Maryland Social Studies Standards and Framework Grade 6-7

**1.0 CONTENT STANDARD: CIVICS-** Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Grade 6	Grade 7
<p>A. The Foundations and Function of Government</p> <p>1. Examine the necessity and purpose of government in early world history</p> <p>a. Identify and compare forms of government and various distributions of power, such as those found in ancient <b>civilizations</b>, dynastic China, <b>absolute</b> and <b>constitutional monarchies</b></p> <p>b. Summarize the positions taken on government by political philosophers from early <b>civilizations</b> through the Middle Ages</p>	<p>A. The Foundations and Function of Government</p> <p>1. Analyze the characteristics and structure of various systems of government around the world</p> <p>a. Describe and compare the advantages and disadvantages of <b>limited governments</b>, such as <b>representative democracy</b> and <b>parliamentary democracy</b></p> <p>b. Compare the advantages and disadvantages of unlimited government, such as <b>authoritarian</b> and <b>dictatorships</b></p> <p>c. Explain and demonstrate how <b>nation-states</b> interact with each other</p> <p>d. Using multi-perspectives, describe and trace how past events assisted or impeded the development of nations, such as the founding of Israel, the break-up of the Soviet Union</p>
<p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems</p> <p>a. 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>b. Examine the decline of feudalism and the emergence of monarchies</p>	<p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices that are the foundations of political systems around the world</p> <p>a. Examine and report examples of historic events, documents and practices that have influenced individuals and groups around the world, such as the UN Declaration of Rights, German reunification, the formation of NATO, and Apartheid</p>
<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of institutions and governments in early world history regarding public policy and issues</p> <p>a. Describe the conflict between the church and the state in the formation and implementation of policy</p> <p>b. Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trade</p>	<p>A. The Foundations and Function of Government</p> <p>3. Analyze the roles of governments around the world regarding public policy and issues</p> <p>a. Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns</p> <p>b. Analyze the effects that different world issues have on shaping international responses, such as rainforest conservation, pollution, climate change, and energy sources (oil drilling, coal, nuclear)</p>

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Grade 6	Grade 7
<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history</p> <ol style="list-style-type: none"> <li>Compare methods used in early world history to change governments, such as coups, elections and revolts</li> <li>Examine the role of <b>citizens</b> in Greek <b>city-states</b> and the <b>Roman Republic/Empire</b></li> <li>Examine how religion shaped and influenced government policy</li> </ol> <p>2. Analyze the importance of civic participation as a <b>citizen</b> of early world history</p> <ol style="list-style-type: none"> <li>Analyze the usefulness of various sources of information used to make political decisions</li> <li>Explain why common people did not have a voice in ancient civilizations</li> </ol>	<p>B. Individual and Group Participation in the Political System</p> <p>1. Analyze the methods used by individuals and groups to shape governmental policy and actions</p> <ol style="list-style-type: none"> <li>Compare methods used to change governments, such as coups, elections and revolts</li> <li>Evaluate ways <b>citizens</b> use, monitor and influence the formation and implementation of <b>public policy</b></li> <li>Describe how political parties and <b>special interest groups</b> influence and change government policy, such as third parties, and non-governmental organizations</li> <li>Analyze the role of <b>media</b> and public opinion in shaping government policy and action</li> </ol> <p>2. Analyze the importance of civic participation as a citizen of the world</p> <ol style="list-style-type: none"> <li>Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers</li> <li>Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age</li> </ol>
<p>C. Protecting Rights and Maintaining Order</p> <p>1. Analyze the individual rights and responsibilities in an ancient world civilization</p> <ol style="list-style-type: none"> <li>Describe the importance of citizenship in ancient Rome and Greece</li> <li>Describe the significance of Hammurabi's Code and how it defined rights of citizens</li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>1. Examine the rights and responsibilities of being a citizen of the world</p> <ol style="list-style-type: none"> <li>Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and the elimination of poverty.</li> <li>Explain how international rules and laws protect individual rights and protect the common good, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions</li> </ol>
<p>C. Protecting Rights and Maintaining Order</p> <p>2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>Explain how the Roman Republic and the rule of the Senate affected individuals and groups</li> <li>Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states</li> <li>Examine the balance between providing for the common good of the manor v. the rights of the individual serfs</li> </ol>	<p>C. Protecting Rights and Maintaining Order</p> <p>2. Analyze how governments, organizations, and policies around the world protect or fail to protect the rights of individuals and groups</p> <ol style="list-style-type: none"> <li>Analyze how the definition of the common good differs in limited and unlimited governments</li> <li>Debate the need to balance between providing for the common good and how protecting individual rights differ in governments around the world</li> <li>Describe the role of international organizations and policies in maintaining order during a time of crisis, such as the International Red Cross/Red Crescent, the United Nations, the Geneva Conventions, and the World Health Organization</li> </ol>

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**2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD** – Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

### FRAMEWORK

Grade 6	Grade 7
<p><b>A. Elements of Culture</b></p> <ol style="list-style-type: none"> <li>1. Describe characteristics that historians use to organize people into cultures               <ol style="list-style-type: none"> <li>a. Describe how location and environment influenced early world cultures</li> <li>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</li> <li>c. Describe the social, political, and religious character of societies in early world history</li> </ol> </li> </ol>	<p><b>A. Elements of Culture</b></p> <ol style="list-style-type: none"> <li>1. Analyze characteristics that are used to organize people into <b>cultures</b> <ol style="list-style-type: none"> <li>a. Apply understandings of the elements of <b>culture</b> to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs</li> <li>b. Describe the characteristics of a <b>sovereign nation</b>, such as the legitimate use of <b>authority</b>, <b>autonomy</b> and establishment of borders</li> <li>c. Describe the characteristics of <b>democratic</b> and <b>authoritarian</b> societies</li> </ol> </li> </ol>
<p><b>B. Cultural Diffusion</b></p> <ol style="list-style-type: none"> <li>1. Explain how cultural diffusion influenced the development of cultures               <ol style="list-style-type: none"> <li>a. Identify cultural groups within a region in early world history</li> <li>b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration</li> <li>c. Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations</li> </ol> </li> <li>2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development               <ol style="list-style-type: none"> <li>a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism</li> <li>b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</li> </ol> </li> </ol>	<p><b>B. Cultural Diffusion</b></p> <ol style="list-style-type: none"> <li>1. Analyze how diverse cultures shape a pluralistic society               <ol style="list-style-type: none"> <li>a. Identify cultural groups within a contemporary world region</li> <li>b. Describe how migration contributes to the diversity of nations and regions</li> <li>c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict</li> </ol> </li> <li>2. Examine how increasing diversity in global societies results from immigration, settlement, and economic development               <ol style="list-style-type: none"> <li>a. Examine policies related to human rights, such as foreign aid, subsidies to developing countries, ethnic persecution and economic sanctions</li> <li>b. Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights</li> </ol> </li> </ol>
<p><b>C. Conflict and Compromise</b></p> <ol style="list-style-type: none"> <li>1. Analyze factors that affected relationships in early world history               <ol style="list-style-type: none"> <li>a. Examine the causes and effects of social, economic, and political conflict such as the Crusades</li> <li>b. Describe the impact of trade and migration on the exchange of ideas and beliefs</li> </ol> </li> </ol>	<p><b>C. Conflict and Compromise</b></p> <ol style="list-style-type: none"> <li>1. Analyze major sources of tension, cooperation, and conflict in the world and the efforts that have been made to address them               <ol style="list-style-type: none"> <li>a. Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism</li> <li>b. Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations</li> <li>c. Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives</li> </ol> </li> </ol>

## Maryland Social Studies Standards and Framework Grade 6-7

**3.0 CONTENT STANDARD: GEOGRAPHY** – Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

### FRAMEWORK

Grade 6	Grade 7
<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe the human and physical characteristics in early world history</p> <p>a. Use maps to compare geographic locations of civilizations from world history to:</p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Africa including Egypt, Nubia/Kush and sub-Saharan Africa</li> <li>• Indus River Valley</li> <li>• Northern China</li> <li>• Greeks and Romans</li> <li>• Mesoamerican, such as the Incas, Mayans and Aztecs</li> </ul> <p>b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history</p> <p>a. Identify and describe physical characteristics that influenced human settlement</p> <p>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</p> <p>c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</p>	<p>A. Using Geographic Tools</p> <p>1. Use <b>geographic tools</b> to locate places and describe the <b>human and physical characteristics</b> in the contemporary world</p> <p>a. Use maps to compare geographic locations of <b>places and regions</b></p> <p>b. Use photographs and <b>thematic maps</b> to compare <b>human and physical characteristics</b> of <b>places and regions</b></p> <p>c. Analyze geographic issues and problems</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world</p> <p>a. Identify and describe physical characteristics that influenced human settlement</p> <p>b. Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living</p> <p>c. Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies</p> <p>d. Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues</p>

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### FRAMEWORK

Grade 6	Grade 7
<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze population growth, migration and settlement patterns in early world history</p> <ol style="list-style-type: none"> <li>a. Identify reasons why people migrate, such as economic opportunity, climate, and political reasons</li> <li>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</li> <li>c. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction</li> </ol>	<p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze <b>population</b> growth, <b>migration</b> and <b>settlement patterns</b> in contemporary world regions</p> <ol style="list-style-type: none"> <li>a. Identify reasons why people migrate, such as economic opportunity, climate, political reasons and government policies</li> <li>b. Evaluate the consequences of <b>migration</b> and <b>settlement</b> in various <b>regions</b> of the world, such as employment, changes in population and cultural diversity/conflict</li> <li>c. Explain how regional population patterns, trends, and projections affect the environment and influence government policies</li> </ol>
<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people modify their natural environment and the impact of those modifications</p> <ol style="list-style-type: none"> <li>a. Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts</li> <li>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</li> </ol>	<p>D. Modifying and Adapting to the Environment</p> <p>1. Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications</p> <ol style="list-style-type: none"> <li>a. Identify trade-offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining</li> <li>b. Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change</li> <li>c. Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels</li> <li>d. Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy</li> </ol>

## Maryland Social Studies Standards and Framework Grade 6-7

**4.0 CONTENT STANDARD: ECONOMICS** - Students shall inquire about decisions made by individuals and groups using economic reasoning in order 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.

### FRAMEWORK

Grade 6	Grade 7
<p>A. Scarcity and Economic Decision-making</p> <p>1. Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history</p> <p>a. Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade</p> <p>2. Analyze how scarce economic resources were used to satisfy economic wants in early world history</p> <p>a. Identify ways people have used resources to meet economic wants such as domesticating agriculture</p> <p>b. Describe how available resources affected specialization and trade</p> <p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes affected consumption and production in early world history</p> <p>a. Give examples of how technology changed consumption and provided greater access to goods and services</p> <p>b. Examine why technology has changed production such as the development of the printing press</p> <p>4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history</p> <p>a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming</p> <p>b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world</p> <p>c. Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence</p>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Analyze the decisions that people made because <b>resources</b> were limited relative to <b>economic wants</b> for <b>goods and services</b> in contemporary world regions</p> <p>a. Identify the <b>opportunity cost</b> of economic <b>decisions</b> made by individuals, businesses, and governments such as decisions about investing in education</p> <p>2. Analyze how <b>scarcity</b> of <b>economic resources</b> affects <b>economic choices</b> in contemporary world regions</p> <p>a. Describe how goals of countries affect the use of <b>resources</b> in the pursuit of <b>economic growth</b>, and <b>sustainable development</b></p> <p>b. Identify <b>tradeoffs</b> made in economic decisions by <b>producers</b> and <b>consumers</b></p> <p>c. Explain how available <b>resources</b> affect <b>specialization</b> and <b>trade</b></p> <p>A. Scarcity and Economic Decision-making</p> <p>3. Analyze how technological changes have affected the consumption and production in the contemporary world</p> <p>a. Give examples of how technology has changed consumption of goods and services, such as the development of computers</p> <p>b. Examine why technology has changed job skills and the influenced productivity</p> <p>4. Compare the levels of specialization and economic development in different parts of the contemporary world</p> <p>a. Analyze examples of specialization that result from economic resources</p> <p>b. Describe the standard of living and the quality of life in a world region using data, such as Gross National Product (GNP), Gross Domestic Product (GDP), per capita income and the Human Development Index (HDI)</p> <p>c. Identify factors that have influenced economic development in various regions, such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure and public health issues.</p>

## Maryland Social Studies Standards and Framework Grade 6-7

**4.0 CONTENT STANDARD: ECONOMICS** - Students shall inquire about decisions made by individuals and groups using economic reasoning in order 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.

### FRAMEWORK

Grade 6	Grade 7
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe the types of economic systems in early world societies</p> <p>a. Describe how various early world societies answer the basic question of what, how, and for whom to produce</p> <p>b. Describe examples of tradition in economies such as the economic roles of men and women in tribal societies</p> <p>c. Describe examples of command in economies, such as the feudal system</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Evaluate the types of <b>economic systems</b> in countries throughout the contemporary world</p> <p>a. Examine how different <b>economic systems, traditional, command, market, and mixed</b> answer the basic <b>economic</b> question of what, how, and for whom to produce</p> <p>b. Describe examples of decisions in (traditional economies, such as the economic roles of men and women</p> <p>c. Describe examples of <b>command</b> modern economies, such as government ownership of land and other <b>resources</b></p>
<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Describe the transition from feudalism and the manor system to the development of early towns</p> <p>a. Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture</p> <p>b. Analyze how the guild system addressed changes in the economy, such as dictating price and production</p> <p>3. Describe the importance of medium of exchange in early world history</p> <p>a. Explain how societies used mediums of exchange to facilitate trade and help their economies grow</p>	<p>B. Economic Systems and the Role of Government in the Economy</p> <p>2. Analyze the role of government in the economies of contemporary societies</p> <p>a. Explore how government spending and taxation influence an economy's ability to grow and provide jobs and services</p> <p>b. Evaluate the trade-offs of government regulations</p> <p>a. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure and providing public goods and services</p> <p>d. Examine the impact of regulatory agencies in different countries, such as, consumer behavior such as air traffic management and environmental protection</p> <p>3. Describe the money and banking systems in various countries in the contemporary world</p> <p>a. Explain why a stable money and banking system is necessary for an economy to grow and prosper</p>

## Maryland Social Studies Standards and Framework Grade 6-7

**5.0 CONTENT STANDARD: HISTORY** - Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

### FRAMEWORK

Grade 6	Grade 7
<p>A. Individuals and Societies Change Over Time</p> <p>1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies</p> <p>a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities</p> <p>b. Explain how and why towns and cities grew from early human settlements, including the need for security and government</p> <p>2. Examine the emergence, growth and decline of empires in the Americas</p> <p>a. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs</p>	<p>A. Individuals and Societies Change Over Time</p>
<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>1. Analyze how civilizations emerged in the river valley areas</p> <p>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</p> <p>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</p> <p>2. Analyze the emergence and enduring influence of Aegean civilizations</p> <p>a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time</p> <p>b. Explain the emergence, rise and decline of the Greek city-states</p>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>1. Analyze the growth and the development of nations in the contemporary world</p> <p>a. Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism</p> <p>b. Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms</p>



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### FRAMEWORK

Grade 6	Grade 7
<p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>3. Analyze the emergence, expansion and decline of the Roman Empire</p> <ol style="list-style-type: none"> <li>a. Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary</li> <li>b. Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions</li> <li>c. Summarize the factors that led to the decline of the Roman Empire</li> </ol> <p>4. Compare the dynasties and empires in ancient China</p> <ol style="list-style-type: none"> <li>a. Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang</li> <li>b. Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties</li> <li>c. Analyze China's cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia</li> </ol> <p>5. Analyze the emergence, growth and decline of African Empires</p> <ol style="list-style-type: none"> <li>a. Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai</li> <li>b. Analyze the cultural and economic impact of African regional and worldwide trade routes</li> <li>c. Summarize the factors that led to the decline of the African empires</li> </ol>	<p>B. Emergence, Expansion and Changes in Nations and Empires</p>

## Maryland Social Studies Standards and Framework Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

### FRAMEWORK

Grade 6	Grade 7
<p>C. Conflict between Ideas and Institutions</p> <p>1. Analyze the effect of interactions between civilizations in early world history</p> <p>a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires</p> <p>b. Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states</p> <p>2. Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia</p> <p>a. Describe the major traditions, customs and beliefs of Buddhism</p> <p>b. Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India</p>	<p>C. Conflict between Ideas and Institutions</p> <p>1. Analyze the major sources of tension and conflict in the contemporary world</p> <p>a. Describe how the changes in political structures impacted individuals and groups</p> <p>b. Examine the impact of philosophies and policies of leaders in the modern world</p> <p>2. Analyze the major traditions, customs and beliefs of world religions and their expansion</p> <p>a. Explain how the establishment of religions in areas caused conflict</p> <p>b. Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East</p>
<p>C. Conflict between Ideas and Institutions</p> <p>3. Analyze the emergence and expansion of Islamic civilization</p> <p>a. Analyze the major traditions, customs, and beliefs of Islam</p> <p>b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India</p> <p>4. Analyze the changes in the European society during the Middle Ages</p> <p>a. Analyze the major traditions, customs, and beliefs of Christianity</p> <p>b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power</p> <p>c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies</p> <p>d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas</p>	<p>C. Conflict between Ideas and Institutions</p>

## Maryland Social Studies Standards and Framework Grade 6-7

**6.0 CONTENT STANDARD: SKILLS AND PROCESSES** – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

**Developing Questions & Planning Inquiries:** “*The development of compelling and supporting questions is a sophisticated intellectual activity (C3, 2013, 24).*” Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6<sup>th</sup> grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12<sup>th</sup> grade, the students should be constructing their own compelling and supporting questions for inquiry. To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.

### FRAMEWORK

#### 6-8

##### With some teacher guidance,

##### A. Constructing Compelling Questions

1. Identify a disciplinary topic that reflects a key idea in the field
2. Identify possible questions for inquiry into the key idea
3. Analyze key disciplinary concepts and ideas associated with the compelling questions

##### B. Constructing Supporting Questions

1. Construct supporting questions that connect with the compelling question
2. Analyze the extent to which the supporting questions drive the inquiry
3. Analyze key disciplinary concepts and ideas associated with the supporting questions

##### C. Determining Helpful Sources

1. Analyze sources that will be helpful in answering the compelling or supporting questions
2. Compare experts’ interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions

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## Maryland Social Studies Standards and Framework Grade 6-7

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**Applying Disciplinary Concepts & Tools:** This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

**Civics:** Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches the virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.

### FRAMEWORK

6-8

**With some teacher guidance,**

**A. Civic and Political Institutions**

Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified

**B. Participation and Political Deliberation**

1. Apply civic dispositions and skills when working with others
2. Apply civic dispositions and skills when participating in school, community settings
3. Identify and apply the appropriate deliberative processes for various settings.
4. Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society

**C. Processes, Rules, & Laws**

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## Maryland Social Studies Standards and Framework Grade 6-7

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**Economics:** Effective economic decision making requires that students have a keen understanding of the ways in which individuals, business, government, and societies make decisions to allocate human capital, physical capital and natural resources among alternative uses.

### FRAMEWORK

#### 6-8

**With some teacher guidance,**

A. Economic Decision Making

1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time
2. Plan and predict the financial outcomes in an applied decision-making process

B. Exchange and Markets

1. Compare at least three markets that sell similar goods and services and determine which offers the best value

C. The National Economy

1. Use appropriate data to evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy

D. The Global Economy

1. Investigate how social and cultural decisions affect the ecology and economy

## Maryland Social Studies Standards and Framework Grade 6-7

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**Geography:** Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representation. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations.

### FRAMEWORK

6-8

**With some teacher guidance,**

A. Geographic Representations

Spatial Views of the World

1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics
2. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics
3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics

B. Human-Environment Interaction: Place, Region, and Culture

C. Human Population: Spatial Patterns and Movements

D. Global Interconnections:

Changing Spatial Patterns

## Maryland Social Studies Standards and Framework Grade 6-7

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**History:** Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations

### FRAMEWORK

6-8

**With some teacher guidance,**

A. Change, Continuity, and Context

1. Analyze connections among events and developments in broader historical contexts
2. Classify series of historical events and developments as examples of change and/or continuity
3. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant

B. Perspectives

1. Analyze multiple factors that influenced the perspectives of people during different historical eras
2. Explain how and why perspectives of people have changed over time
3. Analyze how people’s perspectives influenced what information is available in the historical sources they created

C. Historical Sources & Evidence

1. Classify the kinds of historical sources used in a secondary interpretation
2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources
3. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified
4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources
5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose

D. Causation & Argumentation

1. Explain multiple causes and effects of events and developments in the past
2. Evaluate the relative influence of various causes of events and developments in the past
3. Organize applicable evidence into a coherent argument about the past
4. Compare the central arguments in secondary works of history on related topics in multiple media

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## Maryland Social Studies Standards and Framework Grade 6-7

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**Evaluating Sources & Using Evidence:** *“Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.” (C 3, 2013, 53)*

### FRAMEWORK

6-8
<p><b>With some teacher guidance,</b></p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> <li>1. Gather multiple sources that may be relevant to the task</li> <li>2. - 3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source</li> <li>4. Identify credible, relevant information contained in the sources</li> </ol> <p>B. Developing Claims &amp; Using Forms</p> <ol style="list-style-type: none"> <li>1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations</li> <li>2. Develop claims and counter claims while pointing out the strengths and limitations of both</li> </ol>
<b>Connections to Maryland College and Career Ready Standards (MDCCRS)</b>
<ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).*</li> </ul>
<ul style="list-style-type: none"> <li>• Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).*</li> </ul>
<ul style="list-style-type: none"> <li>• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).*</li> </ul>
<ul style="list-style-type: none"> <li>• With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).*</li> </ul>

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## Maryland Social Studies Standards and Framework Grade 6-7

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**Communicating and Critiquing Conclusions & Taking Informed Action:** *“Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.”* (C3, 2013, 60)

Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.

To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)

### FRAMEWORK

6-8

**With some teacher guidance,**

**A. Communicating Conclusions**

1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments
2. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations
3. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps)

**B. Critiquing Conclusions**

1. Critique arguments for credibility
2. Critique the structure of explanations.

**C. Taking Informed Action**

1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem
2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes
3. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts

## Maryland Social Studies Standards and Framework Grade 6-7

### Connections to Maryland College and Career Ready Standards (MDCCRS)

- Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).\*
- Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).\*
- With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).\*
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MDCCR Anchor Standard W.1).\*
- Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively. (MDCCR Anchor Standard SL 1).\*

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