

Great Civilizations of the Ancient World – Cities of the Pharaohs

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 02. Indicator Statement: Explain how civilizations emerged in the river valley areas
 - a. Identify the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade, and the establishment of cities

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 02. Indicator Statement: Explain how civilizations emerged in the river valley areas
 - b. Describe 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

- Social Studies
 - Grade 6
 - 03. 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. Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
 - A. Economics
 - 01. Indicator Statement: Examine the relationship between the availability natural, capital, and human resources, and the production and consumption of goods and services in the context of World History
 - a. Identify ways, such as domesticated agriculture, Nile River Trade and the gold/salt trade, people throughout world history have used available natural, capital, and human resources to meet economic wants

Maryland Content Standards - 2003 Revision

- Social Studies
 - Grade 6
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and correlation in historic events

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 02. compare the geographic locations of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush civilizations

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 03. describe the political and economic systems of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 04. analyze the cultural development of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush

- Social Studies
 - Grade 7
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions

that include collecting and evaluating information from primary and secondary sources.

- A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and sequence and correlation in historic events
- Social Studies
 - Grade 8
 - Standard 1: Social Studies Skills Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and sequence and correlation in historic events
- Social Studies
 - Grade 8
 - Standard 1: Social Studies Skills Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 09. explain why historic interpretations vary
- Social Studies
 - Grade 8
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 01. analyze the cultural development of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush
- Social Studies
 - Grade 8
 - Standard 7: Peoples of the Nations and the World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.
 - B. Students understand how individuals, groups, and institutions sustain and influence cultures.
 - 01. analyze the variety of forms and roles institutions assume in cultures around the world
- Social Studies

- Grade 9-12
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments

Great Civilizations of the Ancient World – The Pyramids & Ancient Egypt

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 02. Indicator Statement: Explain how civilizations emerged in the river valley areas
 - a. Identify the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade, and the establishment of cities
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 - A. History
 - 02. Indicator Statement: Explain how civilizations emerged in the river valley areas
 - b. Describe 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
- Social Studies

- Grade 6
 - 03. 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. Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
 - A. Economics
 - 01. Indicator Statement: Examine the relationship between the availability natural, capital, and human resources, and the production and consumption of goods and services in the context of World History
 - a. Identify ways, such as domesticated agriculture, Nile River Trade and the gold/salt trade, people throughout world history have used available natural, capital, and human resources to meet economic wants

Maryland Content Standards - 2003 Revision

- Social Studies
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 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and correlation in historic events

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 02. compare the geographic locations of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush civilizations

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 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - B. Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley.
 - 03. describe the political and economic systems of Mesopotamia, Egypt, Indus River Valley, Northern China, and Nubia/Kush

and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.

- B. Students understand how individuals, groups, and institutions sustain and influence cultures.
 - 03. describe how equality of opportunity enables individuals and groups to contribute to culture
- Social Studies
 - Grade 9-12
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments
- Social Studies
 - Grade 9-12
 - Standard 4: 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.
 - C. Students demonstrate understanding of how economic, political, and cultural processes interact to shape patterns of human population, interdependence, cooperation, and conflict.
 - 06. analyze case studies of the spread of cultural traits that lead to cultural convergence and divergence such as the spread of democratic ideas or use of English language as a major medium of international communication

Great Civilizations of the Ancient World – Ancient Athens

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 03. Indicator Statement: Analyze the emergence and influences of Aegean civilizations
 - a. Describe the major cultural achievements of the Greek civilization such as art, science, political systems and philosophy

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 03. Indicator Statement: Analyze the emergence and influences of Aegean civilizations
 - b. Describe and compare the emergence, rise, and decline of the Greek city-states

Maryland Content Standards - 2003 Revision

- Social Studies
 - Grade 6
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and correlation in historic events

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - C. Students demonstrate understanding of the emergence of Aegean civilization (600-200 BCE), and the increasingly complex interrelations that developed among peoples of the eastern Mediterranean, Northern Africa and Southwest Asia.
 - 01. evaluate the achievements and limitations of political and social institutions that developed in Athens, Sparta, and other Aegean city-states

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - C. Students demonstrate understanding of the emergence of Aegean civilization (600-200 BCE), and the increasingly complex interrelations that developed among peoples of the eastern Mediterranean, Northern Africa and Southwest Asia.
 - 02. analyze the major cultural achievements of Greek civilization in art, science, literature, and philosophy

- Social Studies
 - Grade 6

Great Civilizations of the Ancient World – Ancient Rome

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - a. Describe the major achievements of the Roman Era such as legal, artistic, architecture, technology, and literary
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - b. Describe the transition from Roman Republic to Empire including the social structure, significance of citizenship, and the development of political institutions
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - c. Describe the causes and consequences of the unification of the Mediterranean basin under Roman rule
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.

Maryland Content Standards - 2003 Revision

- Social Studies
 - Grade 6
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and correlation in historic events

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - D. Students demonstrate understanding of how large-scale empires emerged and declined in the Mediterranean basin, China, and India (1300 BCE - 300 CE).
 - 01. explain causes and consequences of the unification of the Mediterranean basin under Roman rule, including the major legal, artistic, architectural, technological, and literary achievements

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - D. Students demonstrate understanding of how large-scale empires emerged and declined in the Mediterranean basin, China, and India (1300 BCE - 300 CE).
 - 02. describe the social structure, significance of citizenship, and the development of political institutions in the Roman Republic

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - D. Students demonstrate understanding of how large-scale empires emerged and declined in the Mediterranean basin, China, and India (1300 BCE - 300 CE).
 - 03. analyze the major causes of the decline of the Roman Empire

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.

- Social Studies
 - Grade 8
 - Standard 7: Peoples of the Nations and the World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.
 - B. Students understand how individuals, groups, and institutions sustain and influence cultures.
 - 01. analyze the variety of forms and roles institutions assume in cultures around the world
- Social Studies
 - Grade 9-12
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments

Great Civilizations of the Ancient World – Pompeii

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - a. Describe the major achievements of the Roman Era such as legal, artistic, architecture, technology, and literary
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - b. Describe the transition from Roman Republic to Empire including the social structure,

significance of citizenship, and the development of political institutions

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 04. Indicator Statement: Describe the emergence, expansion, and decline of the Roman Empire
 - c. Describe the causes and consequences of the unification of the Mediterranean basin under Roman rule

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 09. Indicator Statement: Analyze the changes in the European society during the Middle Ages
 - a. Describe the growth and influence of the Christian church in Europe as a social, cultural, and political institution

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 09. Indicator Statement: Analyze the changes in the European society during the Middle Ages
 - b. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the split of the Eastern Orthodox and Catholic Churches, the fall of the Byzantine Empire, and the increase in Mediterranean trade

- Social Studies
 - Grade 6
 - 04. 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. Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
 - A. Political Science

Great Civilizations of the Ancient World – Mexican Indian Civilizations: Olmecs to Aztecs

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - a. Identify characteristics 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
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - b. Identify innovations that permitted permanent human settlements such as spears, bow and arrows, harpoons, agricultural methods, and fire
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - c. Explain why towns and cities emerged from human settlements, such as the need for security and an organized system of government
- Social Studies

- Social Studies
 - Grade 8
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - F. Students demonstrate understanding of the development of dominant regional empires
 - 02. compare the development of complex civilizations in the Americas, including the Incas, Mayans, and Aztecs
- Social Studies
 - Grade 8
 - Standard 7: Peoples of the Nations and the World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.
 - B. Students understand how individuals, groups, and institutions sustain and influence cultures.
 - 01. analyze the variety of forms and roles institutions assume in cultures around the world
- Social Studies
 - Grade 9-12
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments

Great Civilizations of the Ancient World – Mexican Indian Civilizations: The Maya

Maryland Voluntary State Curriculum 2003

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - a. Identify characteristics 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

- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - b. Identify innovations that permitted permanent human settlements such as spears, bow and arrows, harpoons, agricultural methods, and fire
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 01. Indicator Statement: Explain how the rise of the earliest communities led to the emergence of agricultural societies
 - c. Explain why towns and cities emerged from human settlements, such as the need for security and an organized system of government
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.
 - A. History
 - 10. Indicator Statement: Examine the emergence, growth and decline of empires in the Americas
 - a. Describe the development of political and social structures of the Incas, Mayans, and Aztecs
- Social Studies
 - Grade 6
 - 01. 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 and the United States. Students will use historical thinking skills to understand how individuals and events have changed society over time.

- A. History
 - 10. Indicator Statement: Examine the emergence, growth and decline of empires in the Americas
 - b. Explain the distribution of power among the early American empires of the Incas, Mayans, and Aztecs

Maryland Content Standards - 2003 Revision

- Social Studies
 - Grade 6
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and correlation in historic events

- Social Studies
 - Grade 6
 - Standard 3: World History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the World.
 - H. Students demonstrate understanding of the development of dominant regional empires
 - 04. compare the development of complex civilizations in the Americas, including the Incas, Mayans, and Aztecs

- Social Studies
 - Grade 7
 - Standard 1: Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.
 - 05. identify and distinguish cause and effect and sequence and correlation in historic events

- Social Studies
 - Grade 8
 - Standard 1: Social Studies Skills Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
 - A. Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.

