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
      ▪ b. Describe the transition from Roman Republic to Empire including the social structure, significance of citizenship, and the development of political institutions
    ▪ c. Describe the causes and consequences of the unification of the Mediterranean basin under Roman rule
  02. 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. Students will use geographic
concepts and processes to understand location and its relationship to human activities.

A. Geography

03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History

- b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

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

01. Indicator Statement: Examine the necessity and purpose of government

- b. Identify the roots of democratic principles in World History such as Sumerian written law, Greek city-states, Roman Republicanism, and British Constitution (Magna Carta, English Bill of Rights)

Social Studies

Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World

01. Indicator Statement: Describe characteristics that are used to organize people into cultures

- a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history

Social Studies

Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World

02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history

- a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration
05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World

02. Indicator Statement: Analyze how diverse cultures shape a pluralistic society
   - b. Describe how migration contributes to the diversity of nations and regions around the world

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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 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.
  08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

Social Studies
  Grade 6
  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.
  A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
  03. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
  Grade 6
  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 7
  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.
08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

Social Studies
Grade 7
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.
   A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
   04. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 7
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 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.
   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 8
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.
      07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.

03. analyze situations that illustrate conflicts between conscience and respect for authority

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.

04. analyze how the environment and cultural diffusion influence the development of other cultures

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 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.

08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

Social Studies
Grade 9-12

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.

01. evaluate conflicts among and within cultures

Social Studies
Grade 9-12
- 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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 02. analyze the conflicts between cultural traditions and cultural change

The Rise and Fall of Roman Civilization – Rome: Military Conquests

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

02. 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. Students will use geographic concepts and processes to understand location and its relationship to human activities.
   - A. Geography
     - 03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History
       - b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

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
     - 01. Indicator Statement: Examine the necessity and purpose of government
       - b. Identify the roots of democratic principles in World History such as Sumerian written law, Greek city-states, Roman Republicanism, and British Constitution (Magna Carta, English Bill of Rights)

Social Studies
Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
   - A. Peoples of the Nations and World
     - 01. Indicator Statement: Describe characteristics that are used to organize people into cultures
       - a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history

Social Studies
Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World

02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history

a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration

Social Studies

Grade 7

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World

02. Indicator Statement: Analyze how diverse cultures shape a pluralistic society

b. Describe how migration contributes to the diversity of nations and regions around the world

c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict

Maryland Content Standards - 2003 Revision

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 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.
  - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

Social Studies
Grade 6
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.
- A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
  - 03. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 6
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 7
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.
08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

Social Studies
Grade 7

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.

- A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
- 04. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 7

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 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.

- 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 8

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.
- 07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

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.

- A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
  - 03. analyze situations that illustrate conflicts between conscience and respect for authority

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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 04. analyze how the environment and cultural diffusion influence the development of other cultures

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 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.
    - 08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

Social Studies
  Grade 9-12
  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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 01. evaluate conflicts among and within cultures

Social Studies
Grade 9-12

- 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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 02. analyze the conflicts between cultural traditions and cultural change

**The Rise and Fall of Roman Civilization – Rome: The Empire**

**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  
  02. 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. Students will use geographic concepts and processes to understand location and its relationship to human activities.  
    A. Geography  
      03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History  
        b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

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  
      01. Indicator Statement: Examine the necessity and purpose of government  
        b. Identify the roots of democratic principles in World History such as Sumerian written law, Greek city-states, Roman Republicanism, and British Constitution (Magna Carta, English Bill of Rights)

Social Studies  
  Grade 6  
  05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.  
    A. Peoples of the Nations and World  
      01. Indicator Statement: Describe characteristics that are used to organize people into cultures  
        a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history
05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

- A. Peoples of the Nations and World
  - 02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history
    - a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration

Maryland Content Standards - 2003 Revision

- 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 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.
    08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

Social Studies
Grade 6
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.
  A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    03. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 7
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.
08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

Social Studies
  Grade 7
  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.
    A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    B. Students understand how individuals, groups, and institutions sustain and influence cultures.
      04. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
  Grade 7
  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.
    A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    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 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.
    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 8
  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.
      07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

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.

- **A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.**
  - 03. analyze situations that illustrate conflicts between conscience and respect for authority

**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.
  - **A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.**
    - 04. analyze how the environment and cultural diffusion influence the development of other cultures

**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 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.**
    - 08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

**Social Studies**

**Grade 9-12**

- **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.
  - **A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.**
    - 01. evaluate conflicts among and within cultures

**Social Studies**
The Rise and Fall of Roman Civilization – Rome: Imperialism & Slavery

Maryland Voluntary State Curriculum 2003

- Social Studies
  - Grade 6
    - 02. 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. Students will use geographic concepts and processes to understand location and its relationship to human activities.
      - A. Geography
        - 03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History
          - b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

- Social Studies
  - Grade 6
    - 05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
      - A. Peoples of the Nations and World
        - 01. Indicator Statement: Describe characteristics that are used to organize people into cultures
          - a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history
understand how people in Maryland, the United States and around the world are alike and different.

- A. Peoples of the Nations and World
  - 02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history
    - a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration

- Social Studies
  - Grade 7
  - 05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
    - A. Peoples of the Nations and World
      - 02. Indicator Statement: Analyze how diverse cultures shape a pluralistic society
        - b. Describe how migration contributes to the diversity of nations and regions around the world
        - c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict

**Maryland Content Standards - 2003 Revision**

- 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
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 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.
  - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

Social Studies
Grade 6
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.
- A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
  - 03. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 6
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 7
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.
  - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface
Social Studies
Grade 7

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
   04. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
Grade 7

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 8

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.
   07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
   03. analyze situations that illustrate conflicts between conscience and respect for authority

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
04. analyze how the environment and cultural diffusion influence the development of other cultures

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 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.
    08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

Social Studies
  Grade 9-12
  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.
    A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    01. evaluate conflicts among and within cultures

Social Studies
  Grade 9-12
  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.
    A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    02. analyze the conflicts between cultural traditions and cultural change
The Rise and Fall of Roman Civilization – Rome: The Rise of Christianity

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
        - 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
    - 02. 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. Students will use geographic
concepts and processes to understand location and its relationship to human activities.

- **A. Geography**
  - 03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History
    - b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

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**Social Studies**

**Grade 6**

**05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

- **A. Peoples of the Nations and World**
  - 01. Indicator Statement: Describe characteristics that are used to organize people into cultures
    - a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history

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**Social Studies**

**Grade 6**

**05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

- **A. Peoples of the Nations and World**
  - 02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history
    - a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration

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**Social Studies**

**Grade 6**

**05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

- **A. Peoples of the Nations and World**
  - 03. Indicator Statement: Analyze the practices and beliefs of world religions and philosophies
    - a. Identify the concepts of monotheism and polytheism
05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States, and around the world are alike and different.

A. Peoples of the Nations and World

03. Indicator Statement: Analyze the practices and beliefs of world religions and philosophies

b. Describe the major traditions, customs, and beliefs of Judaism, Christianity, Islam, Hinduism, and Buddhism

c. Analyze the impact of various religions on a civilization, such as its effect on political, economic, and social systems

Social Studies
Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States, and around the world are alike and different.

A. Peoples of the Nations and World

03. Indicator Statement: Analyze the practices and beliefs of world religions and philosophies

c. Analyze the impact of various religions on a civilization, such as its effect on political, economic, and social systems

Social Studies
Grade 7

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States, and around the world are alike and different.

A. Peoples of the Nations and World

02. Indicator Statement: Analyze how diverse cultures shape a pluralistic society

b. Describe how migration contributes to the diversity of nations and regions around the world

c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration, and conflict
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.
    E. Students demonstrate understanding of the development and major beliefs of monotheistic and polytheistic religions (300-700 CE).
      02. describe the major traditions, customs, and beliefs of Christianity and its emergence in the context of the Roman Empire.

Social Studies
  Grade 6
  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.
  - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

**Social Studies**
- **Grade 6**
  - 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.
    - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
      - 03. analyze how the environment and cultural diffusion influence the development of other cultures

**Social Studies**
- **Grade 6**
  - 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 7**
  - 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.
      - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

**Social Studies**
- **Grade 7**
  - 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.
    - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
      - 04. analyze how the environment and cultural diffusion influence the development of other cultures
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 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.

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 8

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.
   07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
   03. analyze situations that illustrate conflicts between conscience and respect for authority

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.

A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
   04. analyze how the environment and cultural diffusion influence the development of other cultures
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 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.
    - 02. describe and analyze the practices, beliefs, and influence of religions of the world

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.
    - 08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

Social Studies  
Grade 9-12  
- 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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 01. evaluate conflicts among and within cultures

Social Studies  
Grade 9-12  
- 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.
  - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 02. analyze the conflicts between cultural traditions and cultural change
The Rise and Fall of Roman Civilization – Rome: Decadence & Decline

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
9. 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

02. 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. Students will use geographic concepts and processes to understand location and its relationship to human activities.
   - A. Geography

03. Indicator Statement: Analyze and describe population growth, migration, and settlement patterns in World History
   - b. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction

Social Studies
   Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
   - A. Peoples of the Nations and World

01. Indicator Statement: Describe characteristics that are used to organize people into cultures
   - a. Describe and compare the elements of culture, such as art, music, religion, government, social structure, education, values, beliefs, and customs, from civilizations in world history

Social Studies
   Grade 6

05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.
   - A. Peoples of the Nations and World

02. Indicator Statement: Explain how cultural diffusion influenced the development of cultures in world history
   - a. Describe factors that resulted in cultural diffusion, such as trade, conflict, and migration

Social Studies
   Grade 7
05. PEOPLES OF THE NATIONS 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 a multicultural and historic perspective. Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Peoples of the Nations and World
   02. Indicator Statement: Analyze how diverse cultures shape a pluralistic society
      b. Describe how migration contributes to the diversity of nations and regions around the world

Maryland Content Standards - 2003 Revision

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

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 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.
      - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

Social Studies
  - Grade 6
  - 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.
    - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
      - 03. analyze how the environment and cultural diffusion influence the development of other cultures

Social Studies
  - Grade 6
  - 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 7
  - 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.
      - 08. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface
• Social Studies
  • Grade 7
    • 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.
      • A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
        • 04. analyze how the environment and cultural diffusion influence the development of other cultures

• Social Studies
  • Grade 7
    • 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 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.
      • 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 8
    • 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.
        • 07. describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth's surface

• 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.
      • A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
03. analyze situations that illustrate conflicts between conscience and respect for authority

- 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.
    - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 04. analyze how the environment and cultural diffusion influence the development of other cultures

- 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 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.
    - 08. analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics

- Social Studies
  - Grade 9-12
  - 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.
    - A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
    - 01. evaluate conflicts among and within cultures

- Social Studies
  - Grade 9-12
  - 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.
A. Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world.
  02. analyze the conflicts between cultural traditions and cultural change