Maryland Social Studies

Grades 6–7

Geographic Thinking: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. 6/7.1

Geographic Understandings (2000 – present)

1 Students will analyze geography as a tool for learning about the past, present, and planning for future by: 6/7.1.1

- a Analyzing how the physical and human attributes or characteristics of a location make areas unique. 6/7.1.1.A
- b Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms. 6/7.1.1.B
- c Comparing how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe. 6/7.1.1.C
- d Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs. 6/7.1.1.D

Place and Region (2000 - present)

2 Students will analyze the regional impact of place on how people live in the United States by: 6/7.1.2

- a Examining maps to determine the physical attributes of the United States through physical location, climate, and landforms. 6/7.1.2.A
- b Examining maps and data to determine the cultural attributes of the United States through population density and land use. 6/7.1.2.B
- c Analyzing how physical and human attributes define various form, functional, and perceptual regions of the United States. 6/7.1.2.C
- d Analyzing how digital communications have altered the perception of place. 6/7.1.2.D

Movement (2000 - present)

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3 Students will analyze the local, regional, and global movement of people and ideas to and within the United States by: 6/7.1.3

- a Examining maps and data to determine how the populations have shifted throughout time in the United States. 6/7.1.3.A
- b Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. 6/7.1.3.B
- c Examining the influence of immigrants in the United States and how different immigrant waves have shifted the local environment. 6/7.1.3.C
- d Analyzing patterns, trends, and projections of population to determine the impact on regional policies. 6/7.1.3.D

Human Systems (Culture) (2000 - present)

4 Students will analyze how the cultural geography of the United States demonstrates unity amid diversity by: 6/7.1.4

- a Analyzing the influence of geographic factors on art, music, and architecture in different regions of the United States. 6/7.1.4.A
- b Examining the diffusion of languages in the United States. 6/7.1.4.B
- c Comparing ways religion can be seen in the physical and human attributes of local communities. 6/7.1.4.C

Human Interaction with the Environment (2000 - present)

5 Students will analyze how humans in the United States adapt, exploit, manipulate and protect the environment by: 6/7.1.5

- a Analyzing the regional impact of agriculture, industry, and transportation on the environment in the United States. 6/7.1.5.A
- b Determining the competing social, economic, and political priorities between natural resource use and environmental sustainability. 6/7.1.5.B
- c Evaluating the range of responses by government, institutions, and industries to human interaction with the environment. 6/7.1.5.C

Human Interaction with the Environment: Humans adapt to, modify, protect, and exploit the environment. 6/7.2

The Neolithic Revolution and River Valley Civilizations (12,000 BCE450 BCE)

1 Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by: 6/7.2.1

- a Analyzing how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements. 6/7.2.1.A
- b Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements. 6/7.2.1.B
- c Evaluating the role of human interactions with the environment in the progression of early complex societies. 6/7.2.1.C

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Industrialization and Urbanization (1800s CE – 2000s CE)

2 Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by: 6/7.2.2

- a Identifying the geographic factors that led to societies becoming industrialized and urbanized. 6/7.2.2.A
- b Comparing and contrasting the cause and effects of industrialization and urbanization in Asia, Africa, and the Americas. 6/7.2.2.B
- c Evaluating the local impact of industrialization and deindustrialization on the environment and individual communities. 6/7.2.2.C

The Green Revolution (1960 CE-1970 CE)

3 Students will explore how the Green Revolution's modification and exploitation of the environment generated local, regional, and global changes by: 6/7.2.3

- a Identifying the origins of the Green Revolution. 6/7.2.3.A
- b Exploring case studies to compare the effects of the Green Revolution on societies in the Americas, Asia, and Africa. 6/7.2.3.B
- c Evaluating how the Green Revolution impacted the environment, food production, and manufacturing. 6/7.2.3.C

Climate Change and Climate Resilience (1980 CE- today)

4 Students will explore how human adaptation, modification, and exploitation of the environment created and furthers climate change by: 6/7.2.4

- a Identifying the origins of human-caused climate change. 6/7.2.4.A
- b Evaluating the global impact of climate change on the natural environment. 6/7.2.4.B
- c Evaluating the geographic characteristics that make some communities more vulnerable to climate change than others. 6/7.2.4.C
- d Evaluating the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change. 6/7.2.4.D

Human Systems – Political Structures: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect an

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Early State Formation (3100 BCE–500 CE)

1 Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by: 6/7.3.1

- a Comparing social structures and belief systems in the early states of Greece or Rome, and China or Nubia/Egypt to examine how power is divided and maintained. 6/7.3.1.A
- b Analyzing the motivations for territorial expansion among early complex societies. 6/7.3.1.B
- c Analyzing how power shifts from one authority to another. 6/7.3.1.C

location, region, and the globe. 6/7.3

Theocracies (500 CE – 1700 CE)

2 Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by: 6/7.3.2

- a Identifying the role of religion in a theocracy. 6/7.3.2.A
- b Analyzing factors that contributed to the rise of theocracies. 6/7.3.2.B
- c Evaluating how theocracies expanded and limited economic and social opportunities. 6/7.3.2.C

Democratic Revolutions (1600 CE–1970 CE)

3 Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by: 6/7.3.3

- a Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe. 6/7.3.3.A
- b Analyzing how sovereignty and individualism influenced democratic revolutions and the impact on the roles of gender, and equality. 6/7.3.3.B
- c Assessing the role of nationalism in the creation of new empires and the rise of the nation- state. 6/7.3.3.C
- d Determining the local, regional, and global impacts of democratic revolutions. 6/7.3.3.D

Authoritarian Regimes (2000 CE – today)

4 Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by: 6/7.3.4

- a Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, and the Americas. 6/7.3.4.A
- b Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people. 6/7.3.4.B
- c Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology. 6/7.3.4.C

Movement of Pathogens and Ideas: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. 6/7.4

The Movement of Faith (600 BCE-1000 CE)

1 Students will evaluate the global movement of religion and its impacts by: 6/7.4.1

- a Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam. 6/7.4.1.A
- b Analyzing how trade, war, and other factors facilitate the spread of religions. 6/7.4.1.B
- c Evaluating how religions influenced human communities and the formation of societies and empires. 6/7.4.1.C

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Bubonic Plague (1340 CE-1350 CE)

2 Students will assess the effects of the Bubonic Plague on regional and local communities by: 6/7.4.2

- a Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe. 6/7.4.2.A
- b Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs. 6/7.4.2.B
- c Analyzing the plague's short- and long-term impact on population and antisemitism. 6/7.4.2.C

The Decline of Empires (1945 CE-1997 CE)

3 Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by: 6/7.4.3

- a Explaining how World War Two and the United Nations served as a catalyst for decolonization and national sovereignty. 6/7.4.3.A
- b Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and the Middle East. 6/7.4.3.B
- c Assessing the long-term consequences (boundary disputes, civil war, economic underdevelopment, rise of dictators) of colonialism on the development of newly formed states in Africa, Asia, and the Middle East. 6/7.4.3.C
- d Evaluating the progress made by former-colonial states in the 21st century. 6/7.4.3.D

Pandemics (1980 CE-today)

4 Students will explore the local and global impacts of pandemics by: 6/7.4.4

- a Identifying the origin and statistical trends of global pandemics and comparing the responses and impacts across regions. 6/7.4.4.A
- b Examining the role of governments and non-governmental organizations in addressing the public health crises associated with the global spread of disease. 6/7.4.4.B
- c Contrasting the responses and impact of the global spread of disease. 6/7.4.4.C

Movement of Humans: Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation. Humans develop spatial int an

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The Development of the Muslim World (Dar Al Islam) (600 CE – 1100 CE)

1 Students will analyze how the expansion of Islam impacted regional political, economic, and cultural transformation by: 6/7.5.1

- a Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion. 6/7.5.1.A
- b Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe. 6/7.5.1.B
- c Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations. 6/7.5.1.C

and create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across multiple scales. 6/7.5

Mongol Expansion (1100 CE-1400 CE)

2 Students will evaluate how the local and regional expansion of the Mongol Empire facilitated the exchange, generated conflict, and created transformation by: 6/7.5.2

- a Evaluating how leadership, advanced warfare, nomadic pastoralism helped the Mongol Empire gain power and expand. 6/7.5.2.A
- b Evaluating the impacts of Mongol expansion on the societies conquered. 6/7.5.2.B
- c Analyzing how territorial expansion increased Mongol contact with Africa, Asia, and Europe. 6/7.5.2.C

Partition of India (1940 CE – 1971 CE)

3 Students will analyze the causes and consequences of the regional refugee crisis created by the partition of India by: 6/7.5.3

- a Determining the factors that contributed to the drawing of borders in the partition of India. 6/7.5.3.A
- b Tracing the mass refugee migration created by the establishment of East Pakistan, India, and West Pakistan. 6/7.5.3.B
- c Assessing the short- and long-term impacts of the partition of India. 6/7.5.3.C

21st Century Migrations (2000 CE -today)

4 Students will assess the causes and consequences of contemporary global and local migrations by: 6/7.5.4

- a Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. 6/7.5.4.A
- b Describing how climate change, food insecurity, population growth, environmental degradation, armed conflict, and other factors impact 21st century migration patterns in and between Asia, Africa, Oceania, Europe, and the Americas. 6/7.5.4.B
- c Contrasting the range of responses to address 21st century migration patterns. 6/7.5.4.C

Human Systems - Economic Systems: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rel an

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Networks of Exchange (1200 CE-1450 CE)

1 Students will investigate how regional control of resources promoted regional and global trade among complex societies by: 6/7.6.1

- a Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe. 6/7.6.1.A
- b Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes. 6/7.6.1.B
- c Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice. 6/7.6.1.C

location, region, and the globe. 6/7.6

Capitalism (1450 CE-1900 CE)

2 Students will evaluate the regional and global causes and consequence of expanding capital markets through imperialism and settler colonialism by: 6/7.6.2

- a Identifying the principles of capitalism. 6/7.6.2.A
- b Analyzing the role of capitalism in spurring innovation and creating wealth. 6/7.6.2.B
- c Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on regions of the world. 6/7.6.2.C
- d Contrasting how communities responded to and resisted imperialism and settler colonialism. 6/7.6.2.D

Centralized Planning in the Twentieth Century (1900 CE-2000 CE)

3 Students will investigate how centrally planned economies impacted regional and global relationships by: 6/7.6.3

- a Identifying the principles of communism and socialism. 6/7.6.3.A
- b Analyzing the role of labor movements, leaders, and political change in the formation of centrally planned economies. 6/7.6.3.B
- c Evaluating the long-term impacts of centrally planned economies in Asia, Europe, and the Americas. 6/7.6.3.C

Globalization (1980 CE- today)

4 Students will evaluate the regional and global causes and consequences of globalization by: 6/7.6.4

- a Evaluating how new international institutions, multinational corporations (supply chains), recognition of global human rights, digital communication, industrial technologies (outsourcing) led to accelerated globalization. 6/7.6.4.A
- b Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and Africa. 6/7.6.4.B
- c Analyzing how regional responses to economic globalization promoted and challenged understandings of nationalism. 6/7.6.4.C

Place and Region: The physical and human characteristics of a location are defined and redefined by internal and external factors. 6/7.7

Pre-Columbian Civilizations in the Americas (250 CE-1600 CE)

1 Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by: 6/7.7.1

- a Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations. 6/7.7.1.A
- b Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations. 6/7.7.1.B
- c Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations. 6/7.7.1.C

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Tokugawa Shogunate (1600 CE-1868 CE)

2 Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by: 6/7.7.2

- a Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism. 6/7.7.2.A
- b Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire. 6/7.7.2.B
- c Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate. 6/7.7.2.C
- d Evaluating the effectiveness in resisting Western imperialism. 6/7.7.2.D

South African Apartheid (1948 CE-1994 CE)

3 Students will analyze how South Africa's physical and human characteristics impacted regional power relationships that led to the defeat of Apartheid by: 6/7.7.3

- a Identifying how Dutch and British colonialism influenced the creation of South African Apartheid. 6/7.7.3.A
- b Determining the political, economic, and social elements of the system of Apartheid. 6/7.7.3.B
- c Analyzing the role of individual leaders, organizations, violent and non-violent strategies, and international pressure in defeating Apartheid. 6/7.7.3.C
- d Evaluating the effectiveness of the Truth and Reconciliation Commission in redressing legacies of social injustice. 6/7.7.3.D

The Middle East (1900 CE – today)

4 Students will explore the local, regional, and global relationships that have defined the Middle East as a place and region by: 6/7.7.4

- a Describing the significance of the Middle East to Jews, Christians, and Muslims. 6/7.7.4.A
- b Analyzing how the outcomes of the Holocaust influenced the founding of Israel, alongside the migration of non-European Jewish communities within the region. 6/7.7.4.B
- c Examining how regional conflicts (e.g., the Israeli-Egyptian conflict, the Israeli-Palestinian conflict, the Iran-Iraq War, The Gulf War, etc.) and diplomacy have influenced efforts toward stability and cooperation in the Middle East. 6/7.7.4.C
- d Evaluating how ongoing attempts at peace and cooperation define the meaning and status of Jerusalem within the region. 6/7.7.4.D

Regional Case Study of Ge
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First American Nations (10,000 BCE1607 CE)

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economic, and social patterns of settlement and interaction. 6/7.8

1 Students will analyze how geographic understandings explain the local and regional settlement and interaction of the indigenous people of North America by: 6/7.8.1

- a Analyzing how human responses to the natural environment created early complex societies in North America. 6/7.8.1.A
- b Comparing and contrasting how urban centers in Chaco Canyon and Cahokia facilitated the movement of goods and ideas across long distances and connected peoples from diverse regions. 6/7.8.1.B
- c Examining the role of human systems in the development of early complex societies in North America. 6/7.8.1.C

Transatlantic Slave Trade (1500 CE – 1808 CE)

2 Students will analyze the regional and global consequences of the Transatlantic Slave Trade by: 6/7.8.2

- a Examining the nature of slavery around the world prior to the European settlement of North America. 6/7.8.2.A
- b Describing the process and experience of the Transatlantic slave trade. 6/7.8.2.B
- c Analyzing the rationale for the transition to chattel slavery and its relationship to the development of the theory of race. 6/7.8.2.C
- d Examining the short- and long-term effects of chattel slavery on the social, political, and economic life in colonial North America. 6/7.8.2.D
- e Identifying shifts in human systems and place created by the cultural contributions of enslaved Africans and free Black populations in North America. 6/7.8.2.E

Colonial and Native Interactions (1490 CE – 1763 CE)

3 Students will examine how regional interaction between European settlers and native populations altered the Americas by: 6/7.8.3

- a Examining the motivations for European exploration and colonialism in the Americas. 6/7.8.3.A
- b Contrasting Indigenous and European approaches to land use and how treaties were used to designate and deny sovereignty. 6/7.8.3.B
- c Analyzing the impact of trade, labor systems, and disease on the Indigenous nations and the European colonizers. 6/7.8.3.C
- d Assessing the effectiveness of Indigenous responses and resistance to European colonization. 6/7.8.3.D
- e Determining the causes and consequences of the French and Indian War on American Indian alliances, British colonial policies, and American colonists. 6/7.8.3.E

nerican Indians Today (2010s CE-present)

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4 Students will examine how American Indian nations responded to European settler colonization by: 6/7.8.4

a Examining demographic data on contemporary American Indian communities. 6/7.8.4.A

b Analyzing the role of native sovereignty in contemporary law. 6/7.8.4.B

c Analyzing how native culture among identified tribes has persisted and evolved over time. 6/7.8.4.C

d Examining contributions made by American Indians to the political and economic issues of the day. 6/7.8.4.D